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ABSTRACT

This handbook is focused directly on training possibilities to meet the dollar needs of older persons. Part I consists of a course of study designed specifically for persons seeking a supplemental income through a small, possibly home-based, business enterprise. Part II suggests a cooperative plan with local agencies or groups, particularly the State Employment Service, for the training of older workers for jobs geared to existing local labor shortages. It includes three suggested courses of study including: 1. A Refresher Course in Stenography and Typewriting (for older women), 2. Home Companion Training, and 3. Streamlined Housekeeping (for Job Training). Each of these courses is complete with (1) suggestions to the director for organizing each course as a part of the adult education program, (2) suggestions to the leader who is employed by the school to conduct the course, and (3) a course of study with suggested methodology, bibliography, etc. (Author/DB)

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THAT EXTRA DOLLAR IN LATER LIFE

FOUR COURSES of STUDY

AC 012 982

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY

THAT EXTRA DOLLAR
IN
LATER LIFE

FOUR COURSES
of
STUDY

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
PUPIL PERSONNEL SERVICES AND ADULT EDUCATION
BUREAU OF ADULT EDUCATION
ALBANY, 1958

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FOREWORD

FOR THE PAST SEVERAL YEARS public school adult education in New York State has sought how best to serve the needs and interests of older men and women. An obvious service which is needed by many older adults and which is now being provided by many schools is the program of preretirement training designed to help adults make thoughtful plans for a satisfactory retirement life. To help the public schools organize such programs the State Education Department prepared and distributed a manual entitled **Retirement — A Second Career.**

It is now obvious that some older adults face the problem of remaining economically independent in their later years. The schools are challenged, therefore, to find ways to help these older men and women acquire abilities and skills that may be income-producing. To help public schools organize educational programs designed to improve the economic life of older individuals the Department has published this manual, **That Extra Dollar in Later Life.**

I hope that this bulletin will stimulate a concern among educational leaders for the occupational and economic problems of our older citizens. School leaders will find the suggestions in this publication useful in extending their adult education programs to serve better the older men and women of their respective communities.

The Department's Bureau of Adult Education will welcome opportunities to help public schools throughout the State develop adult education activities in this area of concern.

JAMES E. ALLEN, JR.
Commissioner of Education

ACKNOWLEDGMENT

THIS BULLETIN WAS PREPARED BY HENRIETTA F. RABE, assistant in the Bureau of Adult Education of the State Education Department in collaboration with Mildred O. Meskil, senior business consultant, Woman's Program, State Department of Commerce.

The Bureau of Adult Education wishes to express its indebtedness and thanks to Marjorie Wilkins, assistant director of adult education, White Plains Public Schools, who planned and organized the first Home Companion Training Course as a part of the adult education program of the White Plains Public Schools. The course of study developed by the Bureau is patterned along the lines of similar training offered in White Plains for the past three years.

The Bureau also wishes to acknowledge, with thanks, the many valuable suggestions made by those who have read all or parts of the manuscript — Albert J. Abrams, former director of the New York State Joint Legislative Committee on Problems of the Aging; Ollie Randall, consultant, Services to the Aging, Community Service Society of New York; Mrs. Marguerite H. Coleman, supervisor of special placement service, Division of Employment, State Department of Labor; Dr. Nelson J. Murbach, Chief, Bureau of Trade and Technical Education, New York State Education Department; Hunting Sherrill, associate in business and distributive education, New York State Education Department, and Dorothy S. Lawson, Chief, Bureau of Home Economics Education, New York State Education Department.

To the many others who have made helpful suggestions in one way or another, the Bureau is also indebted.

INTRODUCTION

FOR SOME OF TODAY'S older men and women the problem of maintaining economic independence is a primary consideration. Just as education is showing a concern for the leisure time needs of some older persons, it has a similar responsibility toward those who are seeking some form of supplemental income. If, through the acquisition of information and skills, more older people may be helped to increase their income, then obviously it is the business of the public schools to see that the necessary training is provided.

This handbook is focused directly on training possibilities to meet the dollar needs of older persons.

Part I consists of a course of study designed specifically for persons seeking a supplemental income through a small, possibly home-based, business enterprise. It is designed for:

The mature man and woman (anticipating retirement or already retired) who wants to know how to stretch his retirement income

The middle-aged widow or the middle-aged married woman with grown children who wants to add to her income through full-time or part-time employment, if possible, through a business of her own

Part II suggests a cooperative plan with local agencies or groups, particularly the State Employment Service, for the training of older workers for jobs geared to existing local labor shortages. It includes three suggested courses of study including:

1. A Refresher Course in Stenography and Typewriting (for older women)
2. Home Companion Training
3. Streamlined Housekeeping (for Job Training)

Each of these courses is complete with (1) suggestions to the director for organizing each course as a part of the adult education program, (2) suggestions to the leader who is employed by the school to conduct the course and (3) a course of study complete with suggested methodology, bibliography etc.

Any of these courses would enrich the adult education program, invite the interest of the entire community for adult education and for the public school system itself. They are worth promoting each year in any size community.

At best this handbook can serve only as a beginning to the bigger job yet to be done in retraining for older adults. Its ultimate objective, however, is to point out to the public school the need for working with the local community in searching out ways to help older men and women remain economically self-sufficient.

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PART I

A BUSINESS VENTURE OF ONE'S OWN
(for a supplemental income)

SUGGESTIONS FOR DIRECTOR OF ADULT EDUCATION

COURSE DESCRIPTION

"A Business Venture of One's Own" has been designed as a 10-session 2-hour course for which a course of study has been developed complete with suggestions as to methodology, visual aids, worksheets and bibliography. Although set up as 10 sessions, the course lends itself to considerable adaptation. For example, for some of the units there might be enough interest to devote two or three sessions to a particular topic. It is recommended, therefore, that extra sessions be permitted if the leader feels they are desirable or necessary.

LEADERSHIP

The responsibility for the course should be placed with a single leader who will be expected to plan each session, invite guest leaders, lead the discussions and coordinate the sessions.

The most important single qualification for leadership is that of experience with the buying public — a man or woman with information on what presently is being sold in the community as well as what new products or services might be in demand locally and elsewhere. It is also important that the leader have sufficient merchandising experience to be able to give help to each member of the group in applying his specific skills to modern usage and consumer needs.

A teacher of distributive education or a successful local merchant with department store experience is apt to have the necessary background for this type of leadership.

ADVISORY COMMITTEE

As with other phases of adult education, there is much to be gained in getting together an advisory group made up of representatives of local men's and women's clubs and personnel directors from local business and industry. Such a group would concern itself with the problems of promotion and leadership and actually be an excellent source for such leadership.

PROMOTION

Since the course is designed for a special group, it will require a special kind of promotion. Get help from the local radio and press. Wherever possible, feature area success stories illustrating the various topics as promotional material for use by both radio and press as well as material about the contributing specialists. Describe the course as a new opportunity for many retired, or soon-to-be-retired, men and women. Try to get the newspapers to include registration blanks. It is also desirable to get information about the course to personnel directors of local business and industry for use in the counseling of older workers and for sharing with those employees who are soon to be retired.

WORKSHEETS, BIBLIOGRAPHICAL REFERENCES AND COURSE FOLDERS

Several worksheets have been developed for use by participants. If used, these will have to be duplicated by the school. Permission is hereby granted for reproducing any or all of the worksheets. For each session a list of references is given which, if used, should add materially to a fuller understanding of the subject. The school would be well advised to order a set of references for use by the persons taking the course. Here is a good chance to get the cooperation of the school library.

It would also be good practice for the director of adult education to provide each class member with a manila folder marked with the title of the course for use in building a file of notes, worksheets, bibliographies and other materials distributed in class. This will enable each person to have a complete reference file for use after the course has been completed.

Participation in the course might develop an interest in more specialized courses in vocational education or in business and distributive education. The Bureau of Occupational Extension and Industrial Services and the Bureau of Business and Distributive Education of the State Education Department will be glad to assist in suggesting and organizing material for courses in special fields.

SUGGESTIONS FOR COURSE LEADER

OBJECTIVE OF COURSE

"A Business Venture of One's Own" has been designed as a 10-session 2-hour course for mature men and women. It does not attempt to teach new vocational skills but concentrates on making the best use of existing skills. Most of the people enrolling in the course will be looking for ideas. Some will have a good notion of what they would like to do. Others will be at a loss to know how to use their skills. In both cases they need counseling and information on how to get started, where to market a product, what products sell, good promotional techniques and how to keep records. Some will want to know the possibilities for part-time jobs. Although developed as 10-sessions, the course lends itself to considerable adaptation. For example, for some of the units there may be enough interest and desire for information to devote two or three sessions to the particular topic under consideration. Where this is the case, the discussions should be extended as long as interest runs high. Be sure, however, to move on to the topic in the next session before interest begins to lag.

RESPONSIBILITY OF LEADER

It is the job of the leader to plan each session, take the responsibility for inviting the consultants, lead the discussion, see that class members get the bibliography and worksheets, keep class records and to coordinate the various sessions.

SELECTING CONSULTANTS

For each session certain types of consultants are suggested. In order to find just the "right person," it may be desirable or necessary to get suggestions from the director of adult education, the director of vocational education, vocational teachers and others in town.

The first contact with a possible consultant should be by telephone. If he agrees to serve, or is not sure and wants more information, follow with a personal meeting. After getting his approval, send a letter of confirmation with a list of questions or topics to be discussed and other instructions as included in the course outline.

CONTENT OF COURSE

A complete course outline follows, including suggestions for use of consultants, topics to be discussed, success stories and worksheets. The success stories are not intended to relate specifically to the particular subject under discussion; rather they are meant to suggest other stories of successful small business ventures. The worksheets have been prepared for use by the class members to enable them to take stock of their skills and to bring to light questions on which they can look to the specialists for help. They will also help you, as course leader, to get a better insight into the needs of each of the participants. It is suggested that you ask the director of adult education to have these worksheets reproduced for use, as previously indicated.

ROLE OF THE LEADER

The success of this course will depend upon the leader and the consultants selected by him. In order to "reach" each class member so that he feels free to share his hopes and his dreams, it will be necessary for the leader to be warm and sympathetic and truly interested in everyone in the group. Keep in mind that many of the people will be carrying with them a long-cherished hope — that of retiring to a little business of their own that will still allow generously for leisure — two ingredients for successful later maturity.

COURSE OUTLINE

UNIT I

(First Class Session — 2 hours)

There May Be Gold in Your Skills

Suggested Type Success Story

Bill W——, a public school teacher and director of adult education, although still in his early forties, became aware of the need for thinking ahead and making plans for retirement that would include a satisfying use of his time and with possibilities for increasing his pension. It was then that he decided to become more serious about silver jewelry, which was one of his hobbies. He took the time to make several handsome pieces of jewelry for which he found a regular marketing outlet in one of New York City's leading Fifth Avenue shops. Mr. W—— frowns on mass production and never copies designs. Artistic originality is his most valuable stock in trade.

Although still some years from retirement, Mr. W—— has already built in his future — a retirement business which can be operated at home and which will provide creative activity and an added income.

Objective of Meeting

To orient the group as to scope and content of the course

To show the possibilities of extending one's income through the production and sale of handcrafts and other products.

Suggested Methods

Short, informal talks by specialists

Group discussion

Worksheet exercise

Question-and-answer period

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

For this topic invite two or three people with different types of craft experience, as, for example (1) a gift-shop buyer, (2) a representative of a department store or specialty shop or craft guild and (3) a craft teacher (preferably from such institutions as the School of American Craftsmen in Rochester, the Farmers' Museum in Cooperstown or the Museum of Contemporary Craft in New York City).

Consultants should be given information regarding the objectives of the course and of this particular session. They should be given a list of questions to include in 15-minute presentations. In general they should be asked to talk about the type of outlets that are available locally, in metropolitan areas, the mail-order business and the buyer-approach.

QUESTIONS WHICH CONSULTANTS SHOULD CONSIDER IN PRESENTATIONS

1. How does a seller determine to what type person a product will appeal? Where would that type logically look for such a product? Locally or elsewhere?
2. Why should seller avoid highly competitive items?
3. Is there any other type of store where product might have an equal appeal (bakery for jam, jelly or candy; cigar counter for homemade fudge; restaurant for unusual sauce or dressing)?
4. Shall individual sell his own product? If so, where and how (door to door, route salesmen, roadside markets, housing developments)?
5. How does seller decide whether to sell through a shop or by mail (type product and selling price — both determining factors; product with appeal etc.)?
6. Does "mail order" necessitate direct mail solicitation with catalogs?
7. How does one differentiate between "direct mail" and magazine "shop-window"?
8. Just how does producer go about selling by direct mail (the "gimmick" or product to be sold; best price ranges; kind of product that appeals; advertising; return card or order blank)?
9. Where does seller get mailing lists?
10. If choice is selling through "shop-window" magazines, how does seller choose magazine? Where does seller find rates and circulation?
11. What kinds of needlework have a ready market (hand-sewn objects, special knitted goods, beadwork, embroidery)?
12. Is this community particularly interested in craft products, and, if so, what type?
13. What area materials, if any, lend themselves to development and promotion?
14. Does the community have a regional story or character that could be developed (example — souvenir possibilities, folklore stories)?
15. What outlets are available locally for craft and needlework?
16. What are the guild or area "friendship market" possibilities?
17. What are the metropolitan possibilities?
18. Where does one look for new ideas included in crafts? in needlework? other products?

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. The first few minutes should be spent getting the group to know each other. From the very start create a feeling of friendliness and informality. This is a good time to have the director of adult education on hand for a very brief talk to the group. He might, for instance, welcome them to this new series of meetings in the adult education program and tell why he considers this course an answer to an important local need.
2. Outline the scope of the course, the pattern it will follow, how it is to be organized and the kinds of people who will participate as consultants.
3. Announce the topic for discussion and introduce consultants.
4. Have consultants give talks, followed by a discussion from the group. While consultants are speaking, the course leader should check off the answers to the questions. If he feels that some of the questions have not been answered, or that further clarification is necessary, the question should be raised again.
5. Distribute Worksheet A. The use of worksheets might be explained somewhat as follows:

   > At some of these meetings we'll pass out worksheets. These are strictly for your own use. We hope that the questions which they raise will help you to see more clearly some of the problems involved in operating a business of your own. Give each of these exercises serious thought and take advantage of the presence of the specialists to get answers to any and all questions that occur to you.

   Allow about 10 minutes for checking Worksheet A, after which questions should be directed to consultants.
6. Distribute bibliography and comment that "these references are full of good ideas. When time permits we'll try to get some comments on them!"
7. Distribute information entitled "So Leader Can Know You Better," explaining that its purpose is to help the leader more readily identify the kinds of help which the different members of the group are seeking. These blanks are to be taken home and returned at the following meeting.
8. At an appropriate time during the meeting tell a few success stories as idea-starters, such as the story given at the beginning of this unit. Ask the members if they know of others. If time permits, ask members of the class for brief statements on ideas of their own as to how skills can be used to create a home-operated business, and analyze other elements that make for success.
9. Announce topic for the next session and the names of the specialists who will participate. Ask the group to give some thought to the topic and to jot down any questions which they would like to have answered at the next session.

WORKSHEET A

There May Be Gold in Your Skills

As with the previous topic, you may have come to this meeting with some definite ideas about what you plan to do in the way of a craft or needlework business. Or perhaps you have picked up some new ideas from the speakers today. In either case, by taking a few minutes to check this worksheet, questions may occur to you on which you can get help from the consultants.

1. I have skills or training in the following:

   _____ Ceramics
   _____ Wood
   _____ Painting
   _____ Sewing
   _____ Weaving
   _____ Leather
   _____ Knitting or crocheting
   _____ Metalwork
   _____ Others (**list**)_____

2. All right. Now, how can you use these skills to make a marketable product? Perhaps the following will be suggestive. If not, discuss with consultants.

   If you work in ceramics, can you

   _____ create unusual and inexpensive flower containers?
   _____ small souvenir-type coasters, ash trays with a local motif?
   _____ personalize your creations (casserole container "stew for two," mug with baby's name)?
   _____ other possibilities (**list**)_____

   If you work in wood, can you

   _____ do wood carving?
   _____ make furniture and cabinets?
   _____ make picture frames?
   _____ make models or reproductions?
   _____ make toys?
   _____ repair and refinish old furniture?
   _____ do neighborhood handy jobs?
   _____ other possibilities (**list**)_____

   If your skill is painting, can you

   _____ work in silk screen designing to create local souvenir-type handkerchiefs, scarves or place mats?
   _____ make Christmas and greetings cards?
   _____ design window cards?
   _____ refinish old kitchen accessories to match new decor?

If you can sew, knit, crochet, or do other needlework, can you make

_____ unusual animals or toys?
_____ period or character dolls?
_____ festival costumes?
_____ infants' and children's wear?
_____ slipcovers and draperies?
_____ pinafores?
_____ special aprons?
_____ sun suits?
_____ handmade sweaters, stoles etc.?
_____ do repairs or remodeling?

If you have a "green thumb," can you

_____ grow house plants?
_____ grow bulbs?
_____ grow annuals, perennials, nursery stock?
_____ grow cut flowers for local florists, undertakers etc.?
_____ grow herbs?
_____ make corsages?
_____ care for cemetery lots, including planting?
_____ plan and care for countryside gardens?

3. Now then, have you tried to make any of these things in quantity? For instance, have you made them for sale at

_____ church fairs?
_____ local shops?
_____ elsewhere? (Indicate where)_____

4. Do you believe you can turn out your product in

_____ small quantities (less than a dozen)?
_____ large quantities (gross lots)?
_____ only one or two of a kind (modelmaking)?

The above will have a great deal to do with where you ought to attempt to market your product. If you have questions or want suggestions, turn to the consultants.

FOR FURTHER INFORMATION AND IDEAS

General References

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Rost, O. F. Going into business for yourself. New York. McGraw-Hill. 1945

Free Materials

Available from the New York State Department of Commerce, 112 State St., Albany 7

A Business of Her Own — Ideas Make Cents
Marketing a Home Product
Sales Appeal in Needlework
Some Success Stories of New York State Women
Stitch Appeal
What To Choose in Materials
Your Business — A Handbook of Management Aids for the New York Business Man

Inexpensive Materials

American Craftsman's Cooperative Council. The craftsman sells his wares — an introduction to pricing and marketing. American Craftsman's Cooperative Council, Inc., 485 Madison Ave., New York

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Trade Magazines

Business Week, New York (Weekly)
Craft Horizons, New York (Biweekly)
Forbes Magazine of Business, New York (Semimonthly)
Gift and Art Buyer, New York (Monthly)
Home Craftsman, Home Craftsman Publishing Company, New York (Bimonthly)
Independent Woman, New York (Monthly)
Nation's Business, Washington, D. C. (Monthly)
Opportunity Magazine, Chicago (Monthly)
Profitable Hobbies, 24th and Burlington Streets, Kansas City 16, Mo. (Monthly)

SO LEADER CAN KNOW YOU BETTER!

This form is merely for the purpose of helping the leader know you better and thus be of greater assistance to you. Please take time to fill in this form and return it at the next meeting.

Name_____

Present position_____ Type of work_____

Date (to be) retired_____

Educational background_____

Different types of jobs held_____

_____

Avocations or hobbies_____

_____

Fill in either (1) or (2)

(1) The following is what I expect to do for a supplemental income after I retire:

_____

_____

I would like to get the following help from this course:

_____

_____

_____

(2) I am uncertain____or have no notion____as to what I might do by way of a supplemental income, and hope to get the following help from the course:

_____

_____

_____

UNIT II

(Second Class Session — 2 Hours)

Make Your Kitchen Your Business

Suggested Type Success Story

Mrs. M. S. of Los Angeles and her twin sister, Mrs. W. are 73 years old. They learned their Christmas cookie technique from an aunt who came from Germany bringing her recipes and some springerle molds with her. . . . At first they baked only to give the beautiful little cookies to friends as Christmas presents. As is usual with a superior product, friends urged the sisters to sell a few of their cookies. The extra few which they made to sell brought the sisters more orders than they could handle. One year they decided to enter a plate of their cookies at the Los Angeles County Fair. They were awarded a prize! As a result of a storekeeper's seeing the exhibit, these traditional European Christmas cookies are now sold in Hollywood and Beverly Hills markets at $1.50 and $2 a pound.

(Reprinted from **Making Money in Your Kitchen** — by Helen Stone Hovey, by permission of the publishers, Wilfred Funk Inc., N. Y.)

Objectives of Meeting

To discuss the possibilities for adding to one's income through the production and sale of food products

Suggested Methods

Short, informal talks by specialists

Group discussion

Worksheet exercise

Question-and-answer period

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

In order to do justice to this topic one, or preferably two, food specialists should be invited to give short talks. Such people as a foodshop operator (bakeshop, diner, caterer); a radio, newspaper or magazine food specialist; a power and light food service representative or food sales agent.

Consultants should be given information about the course as a whole and the objectives of this particular meeting. They should also be given a list of questions to discuss, and asked to come prepared to give a 15-minute informal presentation, and to answer additional questions raised by members of the group. In general, ask the consultants to stress (1) the kinds of home-prepared products that have met with sales success in other areas, (2) possibilities in the immediate area, (3) services that could be built up and (4) dangers to be avoided.

QUESTIONS WHICH CONSULTANTS SHOULD CONSIDER IN PRESENTATIONS

1. How can local needs be determined insofar as food products are concerned?
2. What is the general complexion of the community — is it essentially a business, manufacturing or residential community? Is it largely made up of retired people? Does it have strong national, social and religious groups? (Such groups frequently have special food needs or preferences.)
3. Does the community have special area food resources that could be developed and promoted, as, for example, certain types of fruit, cheese or sugar maples?
4. What types of food products might sell more rapidly if they were "homemade"? Which products are best left to commercial preparation?
5. Are there any special "regional" dishes?
6. Are there any food tie-in possibilities (pies to local diners — barbecue sauces for picnic areas etc.)?
7. What are the "outlet" possibilities?
8. What small food product businesses have grown to be successes and what was behind this success?
9. Where does one look for new ideas in the food business?

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Announce the immediate topic for discussion and introduce consultants.
2. Arrange talks by consultants, followed by discussion from the group. While consultants are giving their talks, the leader should check off the answers to the questions.
3. Distribute Worksheet B. Allow about 10 minutes for checking worksheet, after which questions should be directed to consultants.
4. Show the film "Treasures for the Making." Follow with discussion on film. (See page 28.)

5. Distribute bibliography.
6. At an appropriate time during the meeting, tell a few success stories as idea-starters and ask if the group knows of others.
7. Announce topic for next session and the names of specialists to be brought in. Ask members to give some thought to the topic during the week and to jot down any questions which they would like to have answered.

WORKSHEET B

Make Your Kitchen Your Business

Now that you've heard these talks, take the time to fill out this worksheet. For those of you who came here with or for ideas on selling a particular food item, these talks may have stimulated questions on which you would like help. Others of you who came in search of ideas may have picked up one or two. Here's a chance to get some expert advice at no cost.

1. There are a number of food items which I can make especially well, and which may have commercial possibilities.

   _____ Herbs
   _____ Jam or jelly
   _____ Pickles or relishes
   _____ Baked goods
   _____ Salad dressing
   _____ Prepared mix (cookie, cake, pie)
   _____ Candy
   _____ A national dish (what?)
   _____ Other (**name**)_____

2. Now, then, keep in mind that particular food item and think about preparing it in quantity. For example, have you had the experience of making a large quantity of it for use

   _____ as gifts to friends
   _____ at church sales or dinners
   _____ at club meetings
   _____ other usages (**name**)_____

   If you have never had the experience of making it in quantity, you had better try doing so, for it will give you a much better notion of what is involved.

3. If you have had some experience in quantity production, what do you know about its keeping qualities?

   _____ Does it turn color on standing?
   _____ Does it need refrigeration?
   _____ Does it mold easily after opening?
   _____ Does it separate easily?
   _____ Does it turn rancid rapidly?
   _____ Does it pack well?
   _____ Is it attractive in appearance?
   _____ other characteristics (**indicate**)_____

   If there appears to be a problem, check with consultant.

4. Do you know how much it costs to make when materials are purchased
   _____ retail?
   _____ wholesale?
   _____ job lot?
   _____ in large quantities?
   You ought to know what all these costs would be. If you are not aware of the different ways of buying, ask consultants.

5. Do you know exactly how long it takes to make your product? You'd better, in order to figure costs accurately.
   _____ Cooking time?
   _____ Preparation time?
   _____ How often have you made this product?

6. Does it always come out the same? Yes____ No____ If not, systematize the job and find out where your steps vary. Ask for suggestions as to how.

7. Are facilities adequate for large quantity preparation? In order to do so, is your
   _____ space adequate for separate kitchen?
   _____ kitchen adequate?
   _____ help adequate?

8. Can you produce under pressure? Yes____ No____ A business venture frequently calls for the ability to get things done quickly and under handicaps.

9. How about your organizational ability? For example,
   _____ can you put your "sandwich making" on a production line basis?
   _____ can you take over a whole party, hiring waitresses, bus boys etc. and turn out a smoothly functioning job?
   _____ would you rather do just cooking?
   Such consideration should be a main factor in your choice of business. If you have any questions, check with the consultants.

10. Have you had any special training in
    _____ diabetic care?
    _____ invalid care?
    _____ reducing diets?
    _____ infant feeding?
    _____ feeding large groups? (institutional)
    If so, this might suggest a particular type of food business.

11. Have you any special facilities, such as
    _____ a large home suitable for a "party house"?
    _____ a country home on a main road for "lunch in carton"?
    _____ a country place suitable for picnics — barbecues, clam steams etc.?
    _____ adjacent to a "cottage resort area"?
    If so, they might be possibilities for a business. Discuss with consultants.

FOR FURTHER IDEAS AND INFORMATION

Books

Gray, Madeline, & de lo Padua, Vass. How to cook for profit. New York. Greenberg. 1947

Hovey, Helen S. Making money in your kitchen. New York. Funk. 1953

Free Materials

Available from the Woman's Program, New York State Department of Commerce, 112 State St., Albany 7.

What Foods Sell

So You Want To Be a Caterer

Naming and Publicizing a Food Product

Trade Magazines

Baker's Weekly, New York (Weekly)

Candy Industry, Food Trade Journals, New York (Fortnightly)

Catering Magazine, Diran A. Kurk, publisher, Newark, N. J. (Monthly)

Confection Retailer, New York (Monthly)

Food Field Reporter, Topics Publishing Company, New York (Fortnightly)

Food Industries, McGraw-Hill Publishing Company, New York

Fruit Products Journal and American Food Manufacturer, Avi Publishing Company, New York

Telefood, Chicago (Monthly)

Popular Magazines (widely read in the food industry)

Better Homes and Gardens (mail-order sections)

Gourmet (Magazine of Good Living) New York (Monthly)

House Beautiful (mail-order sections) New York (Monthly)

Film

Treasures for the Making. (20 min. sound—color)

Jam and jelly making.

Distributor: Association Films, Inc., 347 Madison Ave., New York 17 (loan)

UNIT III

(Third Class Session — 2 hours)

Rules and Regulations You Should Know

Suggested Type Success Story

The pint-sized shop! It had all the charm of a miniature and could be wedged into any corner where a telephone booth might fit. It could be a 9 by 3 feet "Horror House" like Mrs. T's mystery-story lending library or a midget cubicle like "Granny's Garret." A little door, a big window, "Granny's Garret" hand-lettered in old-fashioned script, all set in a Lilliputian store front of tiny pink and blue flowers painted on black. In the gleaming window were old-fashioned dolls, riding an antique sleigh at Christmas or overflowing from an outsized punch bowl on New Year's Day. Inside there's a hearth. Here, and in the little rear room which looks like an old-fashioned back parlor, Mrs. F. sold her dolls, her glassware, painted trays and precious antiques.

Objective of Meeting

To present necessary State and Federal regulations for governing production and sale of food and craft products

Suggested Methods

Short, informal talks by specialists

Group discussion

Question-and-answer period

Use of film

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

For this topic you'll need present two or three persons with knowledge of the different legal aspects of running a business. For instance, they might be a local food merchant, a lawyer, a consumer education teacher and, where possible, a local representative of the New York State Department of Commerce.

These persons should be briefed regarding objectives of the course and this particular session well in advance to allow time for preparing and gathering data. If a lawyer has been invited, ask him to discuss general regulations such as labor laws, income tax and patents. The local food merchant should be asked to discuss regulations pertaining to the manufacture and sale of food. Each of the consultants should be given a list of questions to be considered in his talk.

QUESTIONS WHICH CONSULTANTS SHOULD CONSIDER IN PRESENTATIONS

1. When and why should a product be patented? What should be the relation between the cost of the article and the cost of patenting the same?
2. Should a "trade name" be used and how can it be secured?
3. May food or craft products be sent mail-order without infringing on other State Laws?

4. What sort of taxes must be considered in a business (income tax; luxury tax [whose responsibility?]; local sales tax [where does it apply?], wholesale or retail)?
5. What are the Federal regulations with respect to Social Security taxes?
6. What about parceling out some of the work to be done by others (homework, law and subcontracting)?
7. If extra help is hired, how does that change one's responsibilities (withholding tax, Social Security, unemployment insurance, workmen's compensation)?
8. Can a food product be made in one's own home and is a license necessary? If so, what local authorities must be contacted and for what purpose (nuisance aspect of machinery in the case of food; possibilities for renting equipment; zoning laws)?
9. What about the use of preservatives in the preparation of food?
10. If craft products (leather, wood etc.) are made at home, is a license necessary? If so, what local authorities must be contacted and for what purpose (nuisance aspect of machinery in the case of wood, possibilities for renting equipment — zoning laws)?
11. Must craft products be labeled in any way (wool content in scarves, woven materials; advantages derived from an informative label)?

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Announce topic for discussion and introduce consultants.
2. Arrange talks by consultants followed by discussion from the group. Check off answers to questions given consultants as they are made. If you feel that some of the questions may not have been adequately treated, bring them up again for discussion.
3. Show film, "What Is a Contract?" Follow up with discussion. (See page 31.)
4. Distribute bibliography.
5. At an appropriate time during the meeting tell a few success stories as idea-starters, such as the illustration given at the beginning of this unit. Ask the group if they know of others, or of difficulties and perhaps failures, by small business owners because they were unaware of local, State and Federal regulations.
6. Announce topic for following week and the names of specialists to be brought in.

FOR FURTHER INFORMATION AND IDEAS

Books

Lewis, R. D. & Lewis, J. N. What every retailer should know about the law. New York. Fairchild. 1951

Free and Inexpensive Materials

Ashmun, H. E. Your legal and business matters and how to take care of them. New York. Day. 1952

Commerce Clearing House. Pricing practices and the law. 522 Fifth Ave., New York 18

Leavy, Morton L. Law for the small business man. New York. Oceana Publications. 1952

New York State Department of Commerce. Food package rules and regulations. Woman's Program. Albany. (free)

Available from U. S. Govt. Ptg. Off., Supt. of Documents, Govt. Ptg. Off., Washington 25, D.C.:

Small Business and Government Licenses, Economic (Small Business) Series No. 66, (15 cents)

Small Business and Regulations of Pricing Practices, Economic (Small Business) Series No. 61, (15 cents)

Small Business and Trade-Marks, Economic (Small Business) Series No. 68, (15 cents)

Small Business and Government Regulation (15 cents)

U. S. Department of Commerce, Washington 25, D. C.

General Information about Protection of Trade-Marks

Know Your Patenting Procedures

Small Business and Trade-Marks

Film

What Is a Contract? (10 minute sound)
The basic elements of both oral and written contracts; need for contracts; the binding nature of a contract upon all parties concerned.

Distributors: Coronet Instructional Films
207 E. 37th St.
New York 16 (rent)

Film Library
University of Syracuse
Syracuse 10 (rent)

UNIT IV

(Fourth Class Session — 2 hours)

How To Price Your Product

Suggested Type Success Story

Mrs. B's business is baby clothes and rag dolls. It all started about 10 years ago when her doctor advised her to use her hands and fingers in some sort of activity to correct a physical condition. As a result, she took up sewing and made a few rag dolls for friends and relatives for Christmas. They were received so enthusiastically that she found herself with orders for the dolls. A fashionable New York store saw the dolls and gave her an order. Mrs. B. was then embarked on a business venture. In answer to her own problem of baby gifts, Mrs. B. made a few dresses for her friends with new arrivals. This started a separate phase of her business and she now makes baby dresses on special order privately placed through a large New York store. She combines originality and style with exquisite needlework. A limp rabbit doll with one eye closed makes a sleepy bedfellow for babies. An appliqued duck peeping through an organdie dress from the blue silk slip below sets a beguiling new fashion for infants.

Objectives of Meeting

To show how to keep purchasing price of raw materials as low as possible

To show how a businessman arrives at a fair and profitable return for his product

Suggested Methods

Short, informal talks by specialists

Group discussion

Worksheet exercise

Question-and-answer period

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

It is well to have on hand as consultants for this meeting a small manufacturer or manufacturer's representative; also, the owner of a specialty shop or a teacher of distributive education.

In briefing consultants they should be given information regarding the objectives of the course and this particular session. Each consultant should be given a list of the questions to consider in his 15-minute presentation.

QUESTIONS TO BE CONSIDERED BY MANUFACTURER

1. Can a small product-maker buy at wholesale prices?

2. Just what is meant by "wholesale"?

3. If a business does not warrant buying in large amounts, does a small producer have to pay retail prices?

4. What is a "jobber"? If there are no jobbers in the area, is there any other way for a small manufacturer to save on quantity purchases?

5. In order to keep the price down, in what other way can a producer purchase legitimately for less (manufacturer's closeout; job lots; bankruptcy sales; overstock etc.)? What about "bargain" houses? (Warn against "bargains" in food supplies. Suggest factory contacts for mill ends, remnants, experimental bolts etc.; in food lines, farm and warehouse contacts; in wooden novelties, builder's supply houses, utilization of scrap lumber, crates etc.)

6. How much does a producer figure his own labor is worth ("pick-up" work versus full-time labor)?

7. Can a producer expect the same return per hour as when he worked at a given job; for example, an expert mechanic, special chef etc.?

8. If a producer has some part of his product made by someone else, is he entitled to a profit on that labor?

9. Is a product worth more if it is "handmade"?

10. How can a producer compute his final selling price for his product (material, labor, overhead, profit, extra costs, patent, trademark, professional services)?

11. If some of the raw material is "scrap" or something the producer has on hand, how can he determine value or plan for future supply and price?

12. If product is made in producer's home, does he add rent to his "overhead"?

13. Is there any simple formula or easy rule a producer can follow to establish a selling price?

QUESTIONS TO BE CONSIDERED BY SHOP OWNER

1. If a producer sells in large quantities to a wholesaler or jobber rather than to a store, what difference will that make in his price?
2. How large must an order be to merit a "quantity" discount?
3. Does a producer's price vary depending on the type outlet? For example, would it be different if he sold to George Jansen in New York City than it would be to a neighborhood store?
4. Exactly what is "markup"?
5. What markup does the retail store use and why (display, advertising, insurance, promotion, overhead etc.)?
6. Do any outlets take a smaller markup and, if so, why (women's exchanges, guild markets etc.)?
7. How can a producer tell whether his price is in line or not (comparison shopping, shopping columns in magazines, trade publications, gift shows)?
8. How does "exclusive" sales right affect pricing?
9. If a producer sells from his own home as well as through established outlets, how does he price his at-home sales?

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Announce topic for discussion and introduce consultants.
2. Distribute Fact Sheet D. Read the instructions aloud. Ask group to spend about five minutes looking over the form and making any notes they care to. Inform them that the speakers will include an explanation of these terms in their talks and that, as same are given, they should be recorded on worksheet for future use. Talks by consultants should follow; then, discussion from the group. Check off answers to questions given the consultants. If you believe that some of the questions may not have been adequately treated, bring them up again for discussion.
3. Questions from group regarding Fact Sheet D.
4. Distribute bibliography. Inquire whether some reading is being done, and, if so, if there are any ideas which could be shared with the group.
5. At an appropriate time during the meeting, tell a few success stories as idea-starters such as the illustration given at the beginning of this unit. Ask the group if they know of others, or of difficulties and perhaps failures by small business owners because they did a poor job of pricing their products.
6. Announce topic for following week and the names of specialists to be brought in.

FACT SHEET D

Pricing Your Product

The talks you'll hear this evening will probably include some new information as well as facts you already know. The purpose of this Fact Sheet is to make sure that you have all the facts. Scan this Sheet for a few minutes to familiarize yourself with its contents. As information is given by the speakers, jot it down; then when the speaker finishes, check to see that no items are missing or if there is any point which is not clear to you. In either case, raise these questions and any others that occur to you.

1. The following are the differences among:
   a. a wholesaler
   b. a jobber
   c. a retailer

2. This is what is meant by:
   a. closeouts
   b. job lots
   c. mill ends
   d. overstock sales
   e. bargain houses
   f. bankruptcy sales

3. In figuring overhead a retail store includes the following items:

4. When using one's home as an office and/or shop, one should include the following items from his overhead in figuring prices:

5. A person can tell if his price is in or out of line in the following way:

6. "Exclusive sales right" means what, in terms of pricing?

FOR FURTHER INFORMATION AND IDEAS

American Craftsman's Cooperative Council. The craftsman sells his wares — an introduction to pricing and marketing. 485 Madison Ave., New York

Commerce Clearing House. Pricing practices and the law. 522 Fifth Ave., New York 18. 1948

U. S. Department of Commerce. Pricing merchandise properly. Small Business Aids, No. 292 (free)

U. S. Department of Commerce. Regulation of pricing practices. Small Business Aids.

UNIT V

(Fifth Class Session — 2 hours)

How To Sell Your Product

Suggested Type Success Story

A factory in Schoharie has surpassed the old "oaks-from-acorns" adage. It is an industrial manufacturing plant that sprouted from an earring. Though housed in a converted carriage house, it is truly a pioneer exploring a new frontier — plastic products. The story of this business started when Mrs. K., a girl with talent for painting, saw a small ad about plastic and was soon fashioning attractive, unusual jewelry. Aspiring to the more elaborate designs and products her imagination visualized, Mrs. K. appealed to her husband, an engineer, and he, in turn, devoted his spare time to machining plastic jewelry. The demand for their jewelry grew. Night after night, midnight lights shone from the K. home. "We had always thought we'd like a business of our own some day, but we had no definite plans as to what or when," said Mrs. K. "Then we decided our plastic jewelry was it. From jewelry, we expanded into making molded signs and other display products and soon needed larger quarters." They found a barn-sized carriage house left over from a mansion, remodeled the first floor into factory and offices and the second into their apartment, and are now making special plastic parts for airplanes.

Objective of the Meeting

To present essential information for selling a product

Suggested Methods

Short, informal talks by specialists

Question-and-answer period

Use of film

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

It is desirable to have two different types of buyers serve as consultants at this meeting — a buyer for a gift or department store and a buyer for a large food company or a grocery store owner. There is also much to be gained in having a local housewife serve as consultant. Her contribution would be that of giving the typical housewife's angle on products that meet their needs and prices they are willing to pay for same.

Consultants should be given information regarding the objectives of the course and of this particular session; also, a list of questions to include in 15-minute presentations. In general they should be asked to talk about the type of outlets that are available locally, in metropolitan areas and through the mail-order business. They should also talk on the buyer-approach.

QUESTIONS WHICH CONSULTANTS SHOULD CONSIDER IN PRESENTATIONS

1. How does a seller determine to what type of person a product will appeal? Where would that type logically look for such a product, locally or elsewhere?

2. Is there any other type store where the product might have an equal appeal (bakery for jam, jelly or candy; cigar counter for homemade fudge; restaurant for unusual sauce or dressing)?

3. Shall individual sell his own product? If so, where and how (door-to-door, route salesmen, roadside markets, housing development)?

4. How does seller decide whether to sell through a shop or by mail (type product and selling price — both determining factors; product with appeal etc.)?

5. Does "mail order" necessitate direct mail solicitation with catalogs etc.?

6. How does one differentiate between "direct mail" and magazine "shopwi[illegible]"?

7. Just how does producer go about selling by direct mail (the "gimmick" or product to be sold; best price ranges; kind of product that appeals; advertising; return card or order blank)?

8. Where does seller get mailing lists?

9. If choice is selling through "shopwindow" magazines, how does seller choose magazine? Where does seller find rates, circulation etc.?

10. Approximately what return should seller expect from such lists?

11. If product is sold directly to a store and it sells product through mail orders, may manufacturer do so too?

12. Which type mail order has greater appeal and gives greater returns per dollar invested, magazine and shopwindow or direct mail?

13. Is there any way to cut costs of direct mail-order presentations?

14. Is a commercial buyer willing to look at a new product?

15. How does seller get buyer to see a product?

16. How wide a range of samples shall seller bring?

17. What day of the week and time of the day is best to see a buyer?

18. What will the buyer want to know about product and about seller (wholesale cost; ability to produce; date of delivery; previous sales, if any; plans for area expansion; choice of style, color etc.; in case of food — acceptability of label to authorities; claims made; shelf test etc.)?

19. When shall seller approach buyers with Christmas merchandise, Easter goods, Mother's Day products etc.?

20. Can individual sell by mail order as well as through outlets, and should seller discuss this with the buyer?

21. Is a "trade name" or special label an advantage?

22. Are there any extra touches that seller can add to help "sell" the buyer (pointing out unique features)?

HERE'S A SUGGESTED AGENDA FOR THE MEETINGS

1. Announce topic for discussion and introduce consultants.

2. Have talks by consultants, followed by discussion from the group. The list of questions given the consultants is somewhat lengthy; nonetheless, try to keep track of the information as it is given and, if time permits, ask consultants to discuss any unanswered questions.

3. In order to best demonstrate selling skills and techniques, use selected visual aids such as given on page 39. The films mentioned have been reviewed and are highly recommended for this purpose. Follow the film showings with discussion.

4. Distribute bibliography.

5. At an appropriate time during this meeting, tell a few success stories as idea-starters, such as the illustration given at the beginning of this unit. Ask the group if it knows of others.

6. Announce that the topic for following week will be advertising, and that there will be a specialist on hand who, among other things, will constructively criticize any advertisements that members of the group prepare as Worksheet E. Distribute the worksheet and tell group to take some time during the week to try writing advertising copy for the service, or the product, which they expect to sell. Ask them to be sure to bring in the copy if they want the benefit of suggestions from the experts.

FOR FURTHER INFORMATION AND IDEAS

Books

Beckley, Donald K. & Ernest, John W. Modern retailing. Gregg. 1950

Bunting, J. Whitney. Essentials of retail selling. New York. Twayne Publishers. 1954

Doubman, J. Russell. Retail merchandising principles and practices. Paterson, N. J. Littlefield Adams & Co. 1949

Jones, Fred M. Principles of retailing. New York. Pitman. 1949

National Retail Dry Goods Association. Simplified sales promotion for retailers. New York.

Packer, Harry Q. & Waterman, Marguerite E. Basic retailing. New York. Prentice-Hall. 1951

Richent, G. H. Retailing: principles and practices. New York. McGraw-Hill. 1954

Robinson, Preston O. & Robinson, Christine H. Successful retail salesmanship. New York. Prentice-Hall. 1950

Simmons, Harry. Successful selling for the new day. New York. Harper. 1950

Tremain, Arthur. Successful retailing. New York. Harper. 1951

Film

Making That Sale. 17 min. sound.

This is a summary film in the salesmanship series. It reviews the three other films dealing with the prospects, planning the approach to the potential customer. Then it introduces the relationship they have (the three other points) to the closing of the sale, pointing out the need for sound thinking.

You Are the Star. 25 min. sound.

This film portrays good and bad sales techniques and gives helpful selling suggestions in training retail sales personnel. Stresses importance of salesman-customer relations.

Distributor: Film Library
New York State Department of Commerce
28 Howard St.
Albany 7 (loan)

WORKSHEET E

How Well Can You Prepare Advertising Copy?

The purpose of this worksheet is to give you a little experience in preparing copy for advertising and to get constructive criticism on it from the experts who will be serving as consultants at the meeting. Take a fling at this during the week and see what you come up with.

1. Write an advertisement on your product for the local newspaper and for a magazine. (Name periodical.)
2. Prepare a circular on your product for mail-order distribution.
3. Bring in effective advertisements from periodicals or some which you received in your own mail. Give reasons why the advertisements appeal to you. If you can, try to estimate the relative costs of each.

UNIT VI

(Sixth Class Session — 2 hours)

How To Advertise Your Product

Suggested Type Success Story

Do you know how the inside of a lady's workbox looks with its tangled mass of silk threads? Mrs. C. has started an unusual business of her own by figuring out a new way for a large group of people to save time and money. The average skilled buttonhole maker in a men's clothing factory uses between 36 and 72 different shades of buttonhole twist. Those twists are usually kept in a shoebox in such a way that the inside soon looks considerably more confused than an embroidery box. The loss in thread and the girls' time amounts to thousands of dollars in the clothing industry. Mrs. C., who has worked as a buttonhole maker, rebelled against this inefficiency and invented a sturdy, workable contraption which she calls a "silk conserver." Her specially designed box saves 35 percent of the cost and six or seven hours of the buttonhole maker's time during the week. Mrs. C. is now manufacturing her boxes and selling them to clothing factories.

Objective of Meeting

To discuss means and methods of advertising a product

Suggested Methods

Panel discussion

Question-and-answer period

Demonstrations

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

Two advertising specialists should be on hand for this meeting; one, a representative of an advertising agency or the person responsible for advertising in the local newspaper and radio, and the other, the person responsible for the advertising of a local department store or a shop owner.

These two consultants should be briefed regarding the objectives of the course and of this particular session. They should be reminded of the modest budget which most members of the group will have to operate their business ventures and consequently the need for gradually building an advertising program. Consultants should be given a list of the questions to be considered in their presentations.

QUESTIONS WHICH CONSULTANTS SHOULD CONSIDER IN PRESENTATIONS

1. Is it worth while for the small producer to advertise?
2. If he does advertise, what percentage of his total budget should he spend on it?
3. What should be expected in a good "ad" (attract attention, hold interest, be convincing, stir to action)?
4. What types of media are open for advertising (newspapers, car cards, television, handbills, radio)? What are advantages of each?
5. What other means may be used to advertise (window display, store arrangement and display, tie-in advertising)?
6. Is there any gage for judging effectiveness of each type of advertising?
7. Can advertising be sporadic or must it be a continuing process?
8. If product is seasonal, when should advertising be done — what times are most effective?
9. How can seller stimulate "word of mouth" advertising?
10. What is meant by "community" or "institutional" advertising? Should seller attempt to do anything along these lines?
11. Can seller prepare and do his own advertising (post cards, mail order etc.)?
12. How does seller reach buyers in other States — wholesalers, jobbers?
13. What type advertising is best for the small budget?
14. How does seller know whether increases in sales or business is due to advertising or customer recommendation?
15. Can groups of people combine their products and advertise together?
16. Are personal calls "advertising" and are they worth while?
17. What about "home shows," fairs, hobby shows or similar events?
18. Is there ever any way to get advertising for "free" (interviews via radio, newspapers, television)?
19. If product is sold through stores or other outlets, does seller pay for advertising or does the store?

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Announce topic for discussion and introduce consultants.
2. Lead off question —
   I am sure we are all familiar with the many modern miracles achieved by advertising. "Frigidaire" has become a general term for all automatic refrigerators and "Jello" covers every flavored gelatin dessert. But these are big companies in national production. Just what can advertising do for the little fellow, the beginner?
3. Arrange talks by consultants followed by questions from group.
4. Ask consultants to put on a demonstration of planned advertising for any one product from the smallest budget to a generous one, illustrating various trade journals and the different approaches to each as well as the different techniques used in appealing to different customers.
5. Allow time for members of group to discuss with the consultants the advertising copy which they prepared during the week as Worksheet E.
6. At an appropriate time, share with the group a few success stories and particularly, examples of success achieved largely through effective advertising.
7. Have copies on hand (enough for class) of daily local newspaper for a study and evaluation of local advertisements.
8. Announce topic for the following week and the names of the specialists to be brought in.

FOR FURTHER INFORMATION AND IDEAS

Books

Bedell, C. O. How to write advertising that sells. New York. McGraw-Hill. 1952

Boremus, W. L. Advertising for profits, a guide for small business. New York. Pitman. 1947

Conley, Chase. Publicity and its relation to selling. New York. Know-How Publishing. 1954

Groesbeck, Kenneth. Invitation to advertising, how it works, how to get the most out of it. New York. Simon & Shuster. 1951

Doremus, W. L. Advertising for profit. New York. Pitman. 1947

Manville, Richard. How to create and select winning advertisements. New York. Harper. 1947

Weintz, Walter. Writing of copy. Scranton, Pa. International Textbook. 1949

Free and Inexpensive Materials

U. S. Govt. Ptg. Off.

Effective advertising for small retailers. Small Marketers Aids, No. 2. Small Business Administration. 1954

Profitable advertising for small industrial goods producers. Small business management series No. 18. 1956
Supt. of Documents,
Govt. Ptg. Off.
Washington 25, D. C.

Zimmerly, I. M. Newspaper advertising for the small retailer. Business Management Service Bulletin No. 851. University of Illinois, Urbana, Ill. 1954

Articles

Thomann, L. D. "Marketing Strategy for the Small Guy." Printers Ink. October 19, 1956

Trade Magazines

Printers Ink. Printers Ink Publishing Co., Inc. (Weekly)
Tide. Tide Executive Publications, Inc. (Bi-monthly)

UNIT VII

(Seventh Class Session — 2 hours)

How To Package Your Product

Suggested Type Success Story

One Christmas, after Mrs. S. started growing herbs in her farm garden, she sent friends a cellophane envelope of sage, summer savory and sweet marjoram on a green card inscribed "Seasoning Greetings for the Christmas Turkey." Her friends were enthusiastic and wanted more. Mrs. S. became a great student of herbs and herb lore and so great was her love of the subject that she decided to open a little shop where people could come and talk about herbs and, incidentally, buy them. She decorated it with a consistent atmosphere to fit her products, which she sells for seasoning, scent, for decoration, and for cats. She emphasizes the freshness of her herbs, warning that "if it smells like hay, it is hay." She has found that small packaging is most successful for her products, and makes ingenious use of cellophane and little wooden cheese boxes. Mrs. S. is a living example of the importance of loving one's work — with her, herbs are a passion.

Objective of Meeting

To discuss and demonstrate importance of packaging in the sale of a product

Suggested Methods

Short, informal talks

Group discussion

Demonstrations

Worksheet exercise

Use of film

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

For this session it is important to have on hand three persons who have original ideas about packaging and would be willing to bring in materials for demonstration. One should be an operator of a specialty gift shop, another an operator of a foodshop and the third the head shipping clerk of a department store. Where it is possible to have a representative from a glass, plastic or paper company, by all means do so.

Consultants should be briefed regarding objectives of the course and the need at this session for helping members of the group get a better understanding of the importance of packaging (for protection as well as for making product more attractive).

Ask consultants to bring to the meeting as much visual material as possible for demonstration purposes to show the use of new materials in packaging — plastics, glass, "squeeze" containers, craft products as display containers for other craft products, metal foils, shredded papers and other fillers, as well as reusable jars, baskets and other containers.

Each of the consultants should be asked to come prepared to give a short, informal talk and demonstration, stressing the use of available packages, the "custom" labels, principles of design and effective display (opaque bottle for unattractive color, the flat, tall bottle versus the squat round one for lightening a color; appeal of color; use of protective materials as part of display, colored shredded paper etc.)

The foodshop person should discuss protection from contamination, dust and handling; the necessity for choosing a container that will stand processing, the appropriateness of package and label for product (the "homemade" look, the luxury package etc.) the importance of stackability, best size for a given article. (Example: In small cities and rural areas maple syrup will sell in two-quart and gallon-size containers whereas in large cities it will best sell in pint-size or other small bottles.)

The gift shop proprietor should cover the allure of packaging and emphasize the adaptation of package to market. (New York City and its suburbs are among one of the few areas which will pay as much for the package as for the gift itself.) The consultant might show two or three different packages of the same type of cosmetic and point out the different types of appeal in each case. He should also stress the need for the protection of delicate fabrics.

The shipping clerk should discuss shipping regulations and give a demonstration of protective packaging (using corrugated board, popcorn or other filler); effective sealing; cost of various classes of shipping; labeling and marking of packages.

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Announce topic for discussion and introduce consultants.
2. Distribute Worksheet F. Read instructions.
3. Have consultants make presentations and demonstrations.
4. Present a good film on packaging, such as "The Magic Box," "Packaging Pay Off" or "Packaging." Here is a good spot to show one and follow up with discussion.
5. At an appropriate time during the meeting share with the group a few success stories and particular examples of business where packaging helped to sell the product.
6. Announce topic for the following week and the names of the specialists to be brought in.

WORKSHEET F

Packaging Your Product

These questions are to help you relate to your particular product the facts given by the consultants and can serve as a guide for future use. Jot down information as it is given.

1. Some of the newer materials that might be used as containers for my product are:

2. They can be procured at such places as:

3. Bottles, jars and boxes can be purchased at such places as:

4. Labels can be had, designed and printed at such places as:

5. Not more than ____percent of overall manufacturing costs should go into packaging.

6. Some ways to cut costs in packaging are:

As you consider the matter of suitable and attractive packaging for your product, ask yourself these questions:

Is my package convenient, easy to open and the right size for shelves (store and pantry)?

Is package sturdy enough to stand handling?

Is package a good size and shape for handling?

Is the design appropriate to my product?

Does it show off well from a distance? Is it too fussy?

Does my container have reuse value?

Is it distinctly different, or is it "run-of-the-mill"?

Does the label tell the story quickly and appealingly?

Does my product have area appeal that can be carried into my package (chuckbox for Western barbecue sauce, cottonbale boxes from the South etc.)?

If a food, will container stand processing? Will it affect the flavor of product? Will it change its color? Will it stand being handled without deteriorating?

FOR FURTHER INFORMATION AND IDEAS

Books

Lowrie, Drucella. Art of wrapping gifts. New York. Crowell. 1950

Marsh, Ben. Developing marketable products and their packaging. New York. McGraw-Hill. 1945

Modern Packaging Encyclopedia, 1952. Packaging Catalogue Corp., 575 Madison Ave., New York 22. 1951

Shopping Management, Inc. Better shipping manual, 1951; ed. by S. Hoffman and R. Lortz. 425 Fourth Ave., New York. 1952

Trade Magazine

Modern Packaging

Films

The Magic Box. (30 min. sound color)
Distributor: Modern Talking Picture Service
45 Rockefeller Plaza
New York 20 (loan)

Packaging Pays Off. (26 min. sound color) Reynolds Metals
Distributor: Reynolds Metals Company
Motion Picture Department
831 S. 12th St.
Louisville 1, Ky. (loan)

Packaging. (40 min. sound color)
Distributor: Bemis Brothers Bag Company
Minneapolis, Minn. (loan)

UNIT VIII

(Eighth Class Session — 2 hours)

What You Should Know about Financing, Insurance and Keeping of Records

Suggested Type Success Story

A former cartoonist who gave up newspaper work to go into merchandising, later started designing ceramic caricatures. His figures are grotesque and emphasize the humorous side of life. Whether it is the small figure of a lovesick youth with oversized feet, staring up into the sky, or an exasperated golfer trying to explode a shot out of a sand trap, they tell the story without words. Much of his work is done on order from persons who want something different and at prices up to $25 apiece.
(From **Start Your Own Business on Less than $1000,** by Lansing M. Paine and Polly Webster, by permission of the publishers, McGraw-Hill Book Company, Inc.)

Objective of the Meeting

What a person entering a business should know about financing a business, insurance and the keeping of records

Suggested Methods

Short, informal talks by specialists

Use of visual aids

Group discussion

Worksheet exercises

Question-and-answer period

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

In order to insure adequate treatment of this topic, invite the following persons as consultants: a local banker or member of a credit agency or Better Business Bureau; a local insurance man, and an accountant or bookkeeper.

These three consultants should be told that the problem facing most of those in the group — soon to be retired — is that of how to start a home-operated business with little capital. Each consultant should be given a list of questions to be included in this discussion and asked to come prepared to make a simple, easily understood 10-minute presentation.

QUESTIONS TO BE CONSIDERED BY THE BANKER

1. How much capital should a retired person be ready to invest in a typical small business?
2. Would it be wise to invest all or practically all of one's retirement assets in such a venture?

3. Where does a small operator look for additional investment money (banks, private investors, insurance companies, loan companies, possible partners, veterans' loans)?
4. What types of loans are available, and how does one determine which type to use (short-term, intermediate, long-term, chattel mortgage etc. — purpose for which money is borrowed may determine type)?
5. What information and what security does a bank or other lending agency require (character, business laws, personal and business assets, business experience, prospects)?
6. What are the advantages and risks involved in borrowing money?
7. What interest rates may be charged legally on various types of loans? What about time payments and special discounts?

QUESTIONS TO BE CONSIDERED BY THE INSURANCE AGENT

1. Why does a small business proprietor need insurance in a really **small** business (loss of property, loss of earnings, injury to visitors or clients, injuries to employees)?
2. What types of business insurance are there (property insurance, business interruption insurance, liability, fidelity bonds, workmen's compensation, disability benefits insurance)?
3. How can a small business owner determine what his insurance needs are or may be (reliable agent — licensed company)?
4. Are there other "special" types of insurance covering particular or unusual business (boiler insurance, comprehensive insurance, glass insurance, water damage etc.)?
5. Aside from business insurance, does a business proprietor need to carry personal insurance and how can this be an asset (example: partnership insurance, life insurance, fire insurance, coinsured automobile, comprehensive etc.)?

QUESTIONS TO BE CONSIDERED BY THE BOOKKEEPER

1. Why does a small business owner need any records when his business is really carried "in his hat"?
2. Who, besides the proprietor, will be interested in his records (banker, income tax bureau, wife or husband, for estate purposes)?
3. What records are absolutely essential to a small business?

4. What is the least amount of information these records should show?
   a. What one owns, what one owes, total worth
   b. Last year's income (from business)
   c. Cash sales, credit sales and percentage of credit sales collected
   d. Total overhead
   e. Expenses
   f. List of assets (building, machinery, fixtures, stock, truck etc.)
   g. Advantage taken of cash discounts in purchasing
   h. Best sellers; worst sellers

5. What is a "balance sheet" and what does it show? (Define and clarify such terms as fixed assets, current assets, depreciation, liabilities, current ratio etc.)

6. How does a proprietor know whether his business is really profitable?

7. Is there any simple way for a business owner to keep records or arrange to have them kept ("mail-me-Monday" services, once-a-week bookkeepers etc.)?

HERE'S A SUGGESTED AGENDA FOR THE MEETINGS

1. Spend first few minutes in a discussion of objectives of meeting.

2. Introduce consultants.

3. Offer presentation on "financing" followed by questions.

4. Arrange presentation on "insurance" followed by questions.

5. Give presentation on "recordkeeping" followed by questions. In introducing this subject, stress the number of businesses which have failed because of improperly kept records, and the close relationship between credit and good records; also, the possible dangers of tax errors through poor bookkeeping.

6. Distribute Worksheet G. Allow 10 minutes for completion, after which questions should be directed to consultants.

7. Distribute bibliography.

8. Announce topic for following week and the names of persons who are to participate as consultants.

WORKSHEET G

What I Should Know about Financing, Insurance and Recordkeeping

The talks that you will hear this evening will probably include information important and new to you. On the other hand, some of it will already be familiar to you. The purpose of this checklist is to help you be sure you know the facts.

So scan this sheet for a few minutes to familiarize yourself with its content. As answers are given, fill them in. When the speaker finishes, look to see if there are any questions unanswered. If there are blank spaces, or if you are not clear on any particular point, raise that question again, or any others that occur to you.

1. Sources for obtaining investment loans:

   _____
   _____
   _____

2. Meaning of different types of loans:
   - Short-term loans_____
   - Intermediate loans_____
   - Long-term loans_____

3. Importance of carrying insurance on a small business:
   - *a.* _____
   - *b.* _____
   - *c.* _____
   - *d.* _____

4. The following types of insurance are for purpose of:
   - *a.* property insurance
   - *b.* workman's compensation
   - *c.* disability benefits
   - *d.* business interruption insurance
   - *e.* liability insurance
   - *f.* partnership insurance
   - *g.* coinsured automobile
   - *h.* comprehensive insurance

5. The following records are necessary for income tax purposes:_____

   _____

6. If a person operates a business from his own home, _____percent of his home expense can be charged to overhead for income tax purposes.

7. The following records show:
   a. what a business owns_____
   b. what a business owes_____
   c. its net worth_____
   d. its overhead_____
   e. its income last year_____

8. The proprietor of a business determines the present values of his buildings, his supplies, his machinery, his inventory through:
   _____
   _____

9. The following allowance should be made for depreciation_____

10. Best sellers are determined by:
    _____

11. Worst sellers are determined by:
    _____

FOR FURTHER INFORMATION AND IDEAS

Books

Carlson, P. A. & Forkner, H. L., 20th century bookkeeping and accounting; rev. Cincinnati. Southwestern Publishing. 1952

Holtzman, R. S. & others. Big business methods for the small business. New York. Harper. 1952

South-Western Publishing Company. Record keeping for small businesses (a self-contained practice kit). Cincinnati, Ohio

Free Materials

Available from the New York State Department of Commerce, 112 State St., Albany 7.
Your Business (a set of small business bulletins)

Inexpensive Materials

Lewis, R. P. How to keep merchandising records. New York. Fairchild.

Olson, H. E. Record keeping for small business and other enterprises. University of South Dakota, Business Research Bureau, Vermillion, S. D. 1952

Available from U. S. Department of Commerce, Govt. Ptg. Off., Washington 25, D. C.
Record Keeping for Small Stores
Record Keeping for Retail Stores, Industrial Series No. 80
Systems for Keeping Small Store Records, Basic Information Sources
The Small Businessman and His Financial Statements, Economic Series No. 70
The Small Businessman and Sources of Loans
The Small Businessman and His Bank, Economic Series No. 64
Credit Sources for the Small Businessman, Economic Series No. 46
Financing a Small Business
Basic Tax Information for Small Business No. 519 (free)

Film

Writing Better Business Letters. (10 min. sound) 1949
An instructive and entertaining presentation of how to write better business letters. Emphasizes the three principal characteristics of a good business letter: clarity, brevity and courtesy.
Distributors: Coronet Instructional Films
207 E. 37th St.
New York 16

Film Library
Syracuse University
Syracuse 10

UNIT IX

(Ninth Class Session — 2 hours)

Service Is a Business, Too

Suggested Type Success Story

Secretarial experience 20 years earlier in life, a desire to be financially independent and a further desire for activity in a business of her own — these were the incentives that started Mrs. H. on the road to a thriving clerical service business after she became widowed. Within two years' time business was booming so that she decided to take in a partner with competency in bookkeeping as well as stenography. Together they make an excellent team. They do secretarial work for professional people who don't need full-time secretaries; take the typing overloads from business firms; do bookkeeping for small business merchants; do mimeographing and handle special mailings for clubs and business firms. They have become financially independent; they thoroughly enjoy what they are doing and have the satisfaction of knowing they are regarded as an important part of the business life of the community.

Objectives of the Meeting

To show the possibilities for making service a business for people not interested in a production business

To stimulate ideas with respect to needed services in the local and surrounding areas

Suggested Methods

1. Short, informal talks
2. Group discussion
3. Organization of group into working teams
4. Use of film

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

It may take some searching to find a person with good ideas on possibilities for a service business; however, the manager of the nearest office of the State Employment Service or secretary of the chamber of commerce could serve in this role. It is also a good idea to invite a housewife or two to discuss what a homeowner would be glad to get and pay for in the way of home services. The consultant should know the area and be aware of consumer needs and lacks in the community. He should be alert, imaginative and resourceful.

Consultants should be informed that some members of the group are searching for ideas on good possibilities for a home-operated or modest business venture that would fill an existing need for services or create a need for new services. They should be given a list of the questions to consider in their presentations and asked to throw out as many possibilities as possible. Give, as an example, this illustration of a retired man who developed enough of a following to keep himself busy full time and netted him a greater income than before retirement. At the beginning of the winter season he washed windows for homeowners and put up the

storm windows; at the end of the season he removed the storm windows and again washed the windows. During the spring and summer season he took care of the lawns and shrubbery for the same homeowners in addition to doing general repairs.

Or give, as another example, the man who built up a lucrative business cleaning rugs and reupholstering furniture, or the man who hired himself out for occasional "heavy" cleaning, floor waxing and polishing. All these service businesses required in the way of investment was a few basic tools.

Other possibilities include slipcover making; upholstering; tutoring; babysitting; weekend "grandmother" care; home companion; renting equipment (sewing machines, power tools etc.). See what consultants can recommend in addition to these more obvious services. Rural areas are particularly lacking in many services.

QUESTIONS WHICH CONSULTANTS SHOULD CONSIDER IN PRESENTATIONS

1. How To Determine What's New and What's Needed

What is the specific area like, populationwise? Is it a tourist area, either for summer or winter visitors? What are the outstanding interests of the community? Is area large enough to command many services? Does it have an adequate number of caterers, slipcover makers, interior decorators, babysitters, vegetable growers, photographers etc.? Are there any practical nurses, mother's helpers, sports equipment shops etc.? What about day camps, boarding kennels, landscapers, tree and bulb nurseries? Where does one get furniture refinished, typewriters repaired, electrical appliances repaired, kitchens remodeled? Are there nursing homes, club meeting places? Is there need for housekeepers? What kinds of seasonal jobs are open in the stores, plants and offices that will employ mature men and women? When and how does one apply for such jobs?

2. How To Find New Uses for Old Assets

Suggest that consultant select several "assets" and develop them in as many ways as possible. Example: If a person were left a house, what use could he make of it commercially?

Where zoning requirements permit —
It might become a boarding house.
It might become a school-nursery, boarding school.

If area has many single women, house might be converted into a resident club for women or into one-room apartments.
It might become a home for retired people or a nursing home.
It might become a party house (meals served and main rooms used for bridge, meetings etc.)
It might specialize in service club meetings — weddings, receptions etc.

It might become (in a large urban area) a direct advertising promotion headquarters with house completely furnished by various merchants — rugs, wallpaper, furniture, accessories etc. Meetings can be held there for a fee. Guests can be taken through house giving owner an opportunity to point out the different types of furniture, decoration and equipment.

It might be equipped with various machines — power tools, sewing machines etc. — and use of same permitted for a fee plus instruction in the various skills.

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Introduce topic for discussion.
2. Arrange presentations by consultants.
3. Distribute bibliography.
4. Announce that at the next session, with the help of all members of the group, a greater attempt will be made to pinpoint local needs for services. Suggest that members of the group organize into two or three teams to call on the manager or personnel directors of local business and industry, on housewives including working wives, to see what these people could use in the way of services. Reports on these interviews should be given at the following class meeting.

Also, at the following session the leader should summarize Worksheet A, filled out by members of the group earlier in the course, on a basis of which he might be able to make some additional suggestions. For example, clerical experience might suggest a telephone answering service; typing or stenographic experience, part-time secretarial or mimeograph service; bookkeeping experience might suggest part-time bookkeeping service or preparation of tax returns; gardening skills might suggest special plant nursery, bulbs and seedlings, taking care of lawn, table arrangements, landscaping services, Christmas greens, pruning and lawn maintenance etc.; homemaking skills might suggest housekeeping or homemaking work, part-time cooking, baking, fancy laundering, special drycleaning, sewing, serving as home companion.

FOR FURTHER INFORMATION AND IDEAS

Books

Arthur, Julietta K. How to make a home business pay. New York. Prentice-Hall. 1949

Baker, Robert A. Help yourself to better mail order. New York. Printers Ink. 1953

Buckley, Earle A. How to sell by mail. New York. McGraw-Hill. 1954

Gore, Michael. One hundred and one ways to be your own boss. New York. Arco Publishing. 1945

Graham, Irgin. How to sell through mail order. New York. McGraw-Hill. 1945

Kahm, J. S. A small business of your own. Knickerbocker Publishing. 1945

Preston, Harold. Successful mail selling. New York. Ronald. 1941

Smedley, Doree O. & Robinson, Laura. Careers for women in real estate and life insurance. New York. Greenberg. 1946

Stone, Robert. Profitable direct mail methods. New York. Prentice-Hall. 1947

Free Materials

Available from the New York State Department of Commerce, Woman's Program, Albany 7:

Program

Ideas Make Cents
Christmas in December
Farm Wives Market
One Stop Garden Shop
Tips on Roadside Marketing
Selling by Mail

Inexpensive Materials

At Your Service, Information Sheet No. 18, New Enterprise Manual. Readers Digest, Pleasantville. 1946

Establishing and Operating a Bookkeeping Service. U.S. Department of Commerce, Industrial (Small Business) Series No. 41 (15 cents)

Establishing and Operating a Mail-Order Business, Industrial (Small Business) Series No. 46. U. S. Department of Commerce, Washington, D. C., 1946

Here's an Idea Service. Dennison Manufacturing Company, 300 Howard St., Framingham, Mass. (free leaflets)

Mail Order Business. (Basic Information Sources). U. S. Department of Commerce, Inquiry Reference Service, Washington 25, D. C. (free)

Mail Order Selling, Business Bulletin No. 23. U. S. Department of Commerce, Washington, D. C.

Outlook for Women in Occupations Related to Science Bulletin, The Bulletin No. 223-8. U. S. Department of Labor, Women's Bureau, U. S. Govt. Ptg. Off., Washington 25, D. C.

Film

Writing Better Business Letters. (10 min. sound). Coronet. 1949.

An instructive and entertaining presentation of how to write better business letters. Emphasizes the three principal characteristics of a good business letter: clarity, brevity and courtesy.

Distributors: Coronet Instructional Films
207 E. 37th St.
New York 16

Film Library
Syracuse University
Syracuse 10

UNIT X

(10th Class Session — 2 hours)

How To Sell Your Services

Suggested Type Success Story

Mrs. Q. was left a widow with one child and needed a job as a means of support as well as to occupy her time and mind.

In casting about for any skill or training which could be turned into money she recalled her photographic experience, and looking the local situation over, found that there was no one specializing in infant's and small children's pictures. She developed her own techniques and developed her best shots into most natural and interesting photographs. Her own small son was her model in the beginning, and gradually she worked up contacts with key women in the territory and relied only on word of mouth advertising.

It has now developed and grown from "developing in the kitchen sink along with the mashed potatoes" to a full-time business serving a Tri-City area.

Objectives of the Meeting

1. To give a more thorough picture of the local scene through survey reports
2. To analyze specific skills within the group which suggest services and their possibilities for service businesses
3. To summarize course and bring to a close

Suggested Methods

Survey reports

Panel discussion and analysis of Worksheet A

Question-and-answer period

Group discussion

YOU'LL NEED CONSULTANTS WITH GOOD IDEAS

For this session, try to get a businessman, buyer for a department or specialty shop and/or an advertising specialist. Also, if at all possible, procure the services of a representative of the Woman's Program of the New York State Department of Commerce. These leaders should be informed that they will not be called upon to make any single presentation, but to be a part of a panel group which is to throw out ideas with respect to services for which there is a shortage within the community and the various types of jobs which a person might "create" for himself. They will also be expected to help analyze possibilities for services from the training and experience of members of the group as gleaned from Worksheet A. The representative of the Department of Commerce would be expected to contribute case histories stressing unusual and successful service angles and to point up new trends (do-it-yourself) and possibilities inherent in such trends.

QUESTIONS FOR CONSIDERATION BY THE PANEL

1. How does a person go about selling his particular type of service?
2. How does he decide what to charge for his services (skill involved; going rate for area etc.)?
3. What type of advertising, if any, is necessary: to what group should it be directed?
4. If word-of-mouth advertising is best, how can a person stimulate it?
5. Worksheet A, filled out earlier, shows that members of the group have had certain types of training and experience. What does that suggest to the panel in the way of service businesses?

HERE'S A SUGGESTED AGENDA FOR THE MEETING

1. Hold a panel discussion.
2. Conduct a group discussion.
3. Have team leaders report on data gathered from businessmen in town etc.
4. Have a question-and-answer period.
5. After the question period comes to a close, get reactions from members of the class on what they got out of the course. The course leader should make some final remarks to summarize.
6. One good way of bringing the course to a close would be to serve coffee, during which time the leader can sound out the group to see if they would like to come together for a meeting some months later to compare experiences, report on changes and raise new problems. If there seems to be a favorable response, set a tentative time and be sure to follow through with definite arrangements for such a meeting.

PART II

TRAINING POSSIBILITIES FOR OLDER WORKERS

INTRODUCTION

IN VIEW OF THE VARYING CONDITIONS of the labor market from one community to another, it would be unrealistic to make blanket recommendations for retraining older men and women. Nonetheless, where a pattern of cooperation has been established between the public school and certain types of local organizations and groups to survey employment needs looking toward employment of older workers, it is possible that the school can make a major contribution by way of training or retraining.

Part II of this handbook, therefore, shows how such working relationship could be worked out between the public school and other groups, such as the State Employment Service, the local chamber of commerce or the local businessmen's clubs or women's clubs.

THE STATE EMPLOYMENT SERVICE. This agency is showing a special concern for the employment problem of older workers. It now has in its various offices one or more special counselors for older applicants. It seems entirely possible, therefore, that a working arrangement between the local State Employment Service and the public school might bring to light some possibilities for training which would lead to employment. Through such a partnership the State Employment Service would refer to the school those persons who at the termination of training would be referred back to that office for placement.*

THE CHAMBER OF COMMERCE. The local chamber of commerce, or in some small communities, its counterpart, the Businessmen's Club, is another possibility for partnership in such a venture. Inasmuch as local chambers of commerce maintain close ties with local business, it should be relatively simple for that organization to put out "feelers" with respect to possibilities for having the school train a number of older men and women for specific job operations for which there may be an existing need.

LOCAL GROUPS. Women's clubs and such men's service clubs as Kiwanis, Lions and Rotary represent a third type of partnership in the retraining of mature workers. Many middle-aged men and women — those living alone as well as with families — are looking for some form of supplemental income yet are not registered with the State Employment Service. It may be that some of these people could be reached through their club affiliations.

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* **Training Mature Women for Employment**, U. S. Department of Labor, Bulletin No. 256, 1956. **Handbook on Women Workers**, U. S. Department of Labor, Bulletin No. 261, 1956.

FORM A COMMITTEE. These three groups (the State Employment Service, the local chamber of commerce, women's clubs and men's service clubs) should be regarded as potential partners for helping the public school initiate some type of retraining for older workers. Representatives of these groups should be asked to serve on a committee to help the director of adult education determine the kinds of training that might contribute to the employment of older men and women and to assist in the promotion of such training.

THREE POSSIBILITIES FOR RETRAINING. Three course outlines are included in Part II, namely

Refresher Course in Stenography and Typewriting (for older women)

Home Companion Training Course

Streamlined Housekeeping (for job training)

Each of these three courses is complete with (1) suggestions to the director of adult education for organizing the course as a part of the adult education program, (2) suggestions to the leader responsible for the operation of the course and (3) a course outline, suggested methodology, bibliography etc.

Any one of these courses would enrich the adult education program and invite the interest of the entire community for adult education and for the public school system itself. They are worth promoting each year in any size community and may serve to suggest other forms of employment for mature men and women, for which the school can provide the necessary training.

At best this handbook can serve only as a beginning to the bigger job yet to be done in retraining for older adults. Its ultimate objective, however, is to point out to the public school the need for working with the local community in searching out ways to help older men and women remain economically self-sufficient.

A REFRESHER COURSE

IN

STENOGRAPHY AND TYPING
(for older women)

SUGGESTIONS FOR DIRECTOR OF ADULT EDUCATION

LENGTH OF COURSE

This refresher course in typewriting and shorthand presupposes as a prerequisite a skill of about 25 words a minute in typewriting and 40 words a minute in shorthand. It is estimated that approximately 150 clock hours are required to upgrade these skills to employment standards. The time necessary for completing this training will, of course, depend upon how frequently classes are held and for what length of time. Best results will be achieved by having the classes meet four or five days a week. Because this is a skill subject, sessions should be close together and regular, with no long lapses between classes.

RELATIONSHIP WITH STATE EMPLOYMENT SERVICE

Contact the manager of the local State Employment Service about the possibilities of offering this type of refresher training. If he feels it would enable some mature women to become more employable, work out a plan with him for the recruitment of trainees, establishing prerequisites for training, and method of referral of trainees back to State Employment Service.

Inquiries should be made as to whether there are any working women registered with the service who would like to get into office work but are not in a position to give up their present jobs for the necessary training. If the situation warrants, a refresher course might be planned for the evening.

RELATIONSHIP WITH HIGH SCHOOL BUSINESS DEPARTMENT

Discuss with the head of the business department such details as organization of the course, room and equipment. Arrange for the use of an office practice laboratory for certain phases of training. Also, get suggestions for instructor.

Room and equipment will not be a major problem inasmuch as any classroom can be used provided it is well lighted and of adequate size to accommodate typewriter tables in the desired number. If space is not available in the school building, there is no reason why these classes cannot be held outside the school if the

facilities are under public school supervision and control. Equipment needed for this training consists primarily of typewriters of standard make and typewriting tables. In the event that typewriters are not available during the day for this purpose, they can be rented at a nominal fee. This rental charge might be borne by the trainees, where deemed desirable, as a course fee.

In order to give trainees the benefit of practice on simple filing systems, duplicating machine operation or other basic standard office equipment, trainees should be allowed time in the secretarial practice laboratory when not in use by high school classes.

LEADERSHIP

The instructor for this training should be carefully selected for competency as well as for ability to work with mature adults. He or she must be up-to-date on teaching methods and be able to accommodate himself to wide differences of ability on the part of members of the class.

PROMOTION

Although the trainees for this course may largely come from the State Employment Service, it is very likely that there are persons in each community who are not registered with the service but who, nonetheless, would meet the course requirements and would like to take advantage of it. For this reason it is desirable to publicize the course through the same channels used for the rest of the adult education program, namely, local men's clubs, the local newspaper, radio, flyers etc. Publicity material should clearly indicate the prerequisites that have been established for such training.

Where persons come to the school directly as a result of such publicity, it is recommended that they be encouraged to register with the service so that their total qualifications for employment may be evaluated.

CERTIFICATE OF ACHIEVEMENT

One good way of giving recognition to those who successfully finish this retraining course is to award a Certificate of Achievement. Such a certicate would, in effect, serve as notice to the Employment Service that the trainee now has the requisite skills for employment and could also be used as a letter of recommendation by the public school to prospective employers.

Get the necessary approval for awarding such certificates and arrange for their printing.

SUGGESTIONS FOR COURSE LEADER

LENGTH OF COURSE

This refresher course in typewriting and shorthand presupposes as a prerequisite a skill of about 25 words a minute in typewriting and 40 words a minute in shorthand. It is estimated that approximately 150 clock hours are required to upgrade these skills to employment standards. This should take about eight weeks, with classes meeting four days a week from about 10 a. m. to 4 p. m. Such scheduling permits six or seven 40-minute periods of training daily.

If offered during the evening, the course might run three nights a week from about 7 to 10 p. m. for approximately 15 weeks. Because this is a skill subject, sessions should be close together and regular, with no long lapses between classes.

PRETESTING

Before a person is accepted for this training, she should be given a test to determine her degree of skill. This should include a shorthand theory test, transcription and proofreading which will show the ability of the individual in essentials of English usage. Unless the person being tested has enough basic skill so that in the opinion of the course leader it can be raised to employment standards during the limits of the course, it is not recommended that she be accepted for training, but rather referred to a beginning class in shorthand and/or typewriting in the regular adult education program.

SIZE OF CLASS

While training is given on a group basis, much work will have to be done with individuals because of their varying degrees of skill and varying rates of learning. For this reason it is necessary to limit the size of the class to 20. Dropouts will, of course, occur as a result of change of interest or offer of a job.

RESPONSIBILITY OF LEADER

Much of the success of this training will depend upon the course leader. In addition to helping trainees upgrade their skills, it will be up to him to raise their morale and give them self-confidence in their ability to bridge the gap between the home and the office. This requires that he be sensitive to feelings of uncertainty on the part of some older learners and their frequent lack of confidence in themselves. He must see his role as that of helping the individual make the necessary adjustment as well as improve existing skills.

CONTENT OF COURSE

In this refresher training each trainee is expected to develop a typing speed of at least 50 words a minute and in shorthand 80 words a minute. Trainees are also to be given skill in filing, in duplicating techniques and in use of other common office equipment.

Two 40-minute periods should be allowed daily for a review of shorthand theory, two periods for building typing and transcription skills, one period for office procedures and one period for group counseling.

In typing, special consideration should be given to such details as adjustment to the lighter touch of present-day typewriters, technique of tabulation, letter placement and style, and to production. During the group counseling period, trainees should be given a better understanding of what is expected of the present-day office-worker in the way of grooming, office behavior and attitudes that make for good office relationships. Trainees should also be given help on preparing for the interview, the interview itself and writing letters of application. Demonstrate some of these techniques through role-playing (See Home Companion Course.). Although it is expected that these people will be helped to find jobs through the State Employment Service they should be told about other ways of looking for positions.*

CERTIFICATE OF ACHIEVEMENT

One good way of giving recognition to persons who successfully finish the course is to award a Certificate of Achievement. Such a certificate would, in effect, serve as notice to the Employment Service that the trainee now has the requisite employment skills, and it could also be used as a letter of recommendation by the public school to prospective employers. Check with the director of adult education on the possibilities of arranging for such certificates.

REFERRAL BACK TO EMPLOYMENT SERVICE

The director of adult education has established a working arrangement with the State Employment Service for the placement of persons completing this training. At the completion of the course, all trainees who have reached the required standards should be referred back to that service. If a trainee reaches the required skill at an earlier date, she should be encouraged to look for a job without further delay.

* Bulletin 104, Getting a (Better) Job; Bureau of Business and Distributive Education, State Education Department, Albany.

CERTIFICATE OF ACHIEVEMENT

City of_____Board of Education

BE IT KNOWN THAT

_____has satisfactorily completed the requirements for the noncredit refresher course in stenography and typing.

This course was conducted as a part of the adult education program of the

_____Public Schools.

_____
Superintendent of Schools

_____day of_____

19_____

_____
Director of Adult Education

NOTE: The Bureau of Business and Distributive Education of the New York State Department of Education, Albany, will be glad to provide whatever additional information may be desired for the purpose of organizing, promoting and conducting this refresher course as a part of the adult education program.

HOME COMPANION TRAINING COURSE

SUGGESTIONS FOR DIRECTOR OF ADULT EDUCATION

OBJECTIVES OF COURSE

This is an eight-session two-hour course designed to train mature men and women to work in a family setting as companion to infirm aged or handicapped persons. Home-companion training emphasizes that such a worker does not give medication nor assume the responsibilities of a practical or registered nurse. Training includes information and skills necessary for taking care of the individual's grooming, giving assistance in moving about in or outside the home, preparation of food, care of room, recreation and, occasionally, some type of special care.

USE OF ADVISORY COMMITTEE

As a first step, get together an advisory group made up of one or more local physicians, a registered nurse, a practical nurse, the manager of the State Employment Service and representatives of two or three local women's groups. If there are any local nurses associations in the community, ask them to send representatives to serve with the advisory group. Discuss with the group the nature of the proposed training so that there will be no misunderstanding on the part of anyone with respect to the kinds of services expected of a home companion, and that in no way does it involve nursing service. If the group agrees that there is value in such training, get suggestions from them with respect to recruitment of trainees and recommendations for leadership.

RELATIONSHIP WITH STATE EMPLOYMENT SERVICE

Work out with the manager of the State Employment Service a cooperative plan for recruitment of trainees and for referral of such trainees back to the State Employment Office after the completion of training. Persons recommended for such training should be in visible good health, agile and able to get around easily and indicate that they get along well with older people.

LEADERSHIP

This course requires the leadership of one person who, in turn, will bring in several specialists as guest leaders for single sessions. A visiting or public health nurse would serve well as leader. It is im-

portant, however, that the person selected knows the community and its resources, is aware of recent gerontological developments and is able to work effectively with older adults.

ROOM AND EQUIPMENT

The public school home economics suite would be ideal for this type of training for it most closely resembles the setting in which the home companion will be employed. If necessary, the course could be held in a private home. Some equipment such as a bed, wheelchair and crutches will be necessary for demonstration purposes.

PROMOTION

In addition to the promotion given by the State Employment Service, it is a good plan to get the interest and cooperation of several groups in town, particularly women's clubs, health and family agencies. It is desirable, in fact, to get together a committee made up of representatives of such groups together with the manager of the State Employment Service to help in the general promotion of this course and its interpretation to the community.

In addition to the use of an advisory committee, it is important to get the support of the local newspaper and radio. In all likelihood the editor of the homemaking page of the paper and the person in charge of the woman's program on the local radio would be most helpful. Each should be asked to discuss the widespread need within the community for home companions, the social service value of such work, its compensations in the way of satisfactions and responsibilities as well as its opportunities for employment, either on a full-time or part-time basis.

Such facts as the following might be prepared for use by the radio and press:

1. The community has need for responsible men and women to work as home companions in the care of the growing number of aged.
2. The satisfactions that accrue from adding to the well-being and happiness of infirm or aged people make the service important not only to those receiving it but rewarding to the community as well.
3. The opportunity is afforded to qualified men and women in the middle years who are in good health and able to get around easily.

4. The financial remuneration is worthwhile.
5. A home companion has need for short training dealing with the handling of the infirm and aged, the problems involved in working in different types of households and with persons of different backgrounds and living habits.
6. The value of such training will be evident to the person hiring a home companion.

COURSE OF STUDY

A set of suggestions for use by the course leader follows and a complete course of study including suggested methods, use of visual aids and bibliography.

BIBLIOGRAPHICAL REFERENCES

For some sessions a list of references is given which, if read, should add materially to a fuller understanding of the subject. The school would be well advised to order a set of references for use by the trainees. Here's a good chance to get the cooperation of the school library.

CERTIFICATE OF ACHIEVEMENT

One good way of giving recognition to those who successfully finish this training is to award a Certificate of Achievement. Such a certificate would, in effect, serve as notice to the Employment Service that trainee has completed the training and could also be used in the same way as a letter of recommendation by the public schools to prospective employers.

Get the necessary approval for awarding such certificates and arrange for printing.

SUGGESTIONS FOR COURSE LEADER

OBJECTIVES OF COURSE

This is an eight-session two-hour course designed to train mature men and women to work in a family setting as a companion to infirm aged or handicapped persons. Home-companion training emphasizes that such a worker does not give medication or assume the responsibilities of a practical or professional nurse. Training includes information and skills necessary for taking care of the individual, grooming, giving assistance in moving about in or outside the home, preparation of food, care of room, recreation and in some cases, some type of special care.

RESPONSIBILITY OF LEADER

It is the job of the course leader to plan each session, take the responsibility for inviting consultants, lead the group in discussion, employ various techniques to achieve better results, see that the class members get bibliographies, keep class records and coordinate the various sessions.

SELECTING CONSULTANTS

For each session certain types of consultants are suggested. In order to find just the "right person" it may be desirable or necessary to get suggestions from the director of adult education and others in town.

The first contact with a possible consultant should be by telephone. If he agrees to serve or is not sure and wants more information, follow with a personal interview. When consultant agrees to serve, send a letter of confirmation and a list of questions or topics to be discussed and other instructions, as included in the course outline.

CONTENT OF COURSE

A complete course outline follows for the eight sessions. This includes suggestions for use of consultants, topics to be discussed, methods to be employed such as demonstrations, role-playing, field trips etc.

It is also suggested that the course leader ask the director of adult education to procure the necessary equipment for demonstration purposes and ask about the possibilities of having the school order a set of references for use by members of the class.

YOUR ROLE AS LEADER

Much of the success of this course will depend upon how the individual members of the class react to the leader as a person, particularly during the first couple of sessions. If they find in their leader a warm, outgoing person who is enthusiastic, encouraging and genuinely interested in them, they will be sufficiently motivated to complete the training. It is important that they enjoy each session as well as get basic training.

CERTIFICATE OF ACHIEVEMENT

One good way of giving recognition to those who successfully finish this training is to award a Certificate of Achievement. Such a certificate would, in effect, serve as notice to the Employment Service that the trainee has completed the training and could also be used as a letter of recommendation by the public school to prospective employers. Check with the director of adult education on the possibilities of arranging for such certificates.

UNIT I

(2 hours)

Opening Session Orientation

TOPICS TO BE COVERED

Need within the community for responsible people to serve as home companions.

The home companion as a part-time or full-time occupation

Scope of the course and kinds of specialists who will serve as leaders

THE KIND OF LEADERS YOU'LL NEED

The director of adult education should be asked to be on hand for this first session to make an informal statement regarding the need in the community for this type of training and its responsibilities and rewards.

In order to enlarge further upon the possibilities of home companion as an occupation, five or six men and women (single and married) should be invited to serve as consultants. Ask them to describe typical situations within their own homes which could be materially improved with the help of a home companion. The following statements may be typical:

My mother, aged 78, has a permanent hip injury which makes it very difficult for her to walk. As a result, she can't live alone and I am unable to live with her. I would be relieved of much worry if I could find a middle-aged woman to spend part of each day with Mother to keep her company and fix her meals.

My dad is in his 84th year. He suffered two strokes and is confined to a wheel chair. Neither my husband nor I can give him the daily personal care he needs — bathe, shave and help him dress, also help him with his meals. A home companion could do this for him and also keep him company.

My mother and I live together but I am very uneasy about leaving her alone during the day when I go to work and when I have to be out of town in connection with my job. Of late she falls and is unable to get up. On a couple of occasions she remained on the floor for several hours before a neighbor found her. It would be a great comfort to me if there were someone to look in on her a couple of times a day and see that she is all right and that she has her meals when I am not there.

Mother lives with a younger sister and because of poor vision has been depending upon her sister to read to her, keep up her correspondence and act as a

companion. Recently my aunt became ill and is, for the most part, bedridden. I need someone to come in and visit with my mother and aunt, read to them, take care of their correspondence and run errands for them. It would have to be someone who did not mind little peculiarities of my mother.

My father, who is 83, lives with me. In recent months his memory has been failing. He takes a walk every day but on several instances a police officer had to bring him home because he said he was lost. The officer found his address in his wallet. It would be a relief to me if I could find a man who would be with him during the day.

SOME SUGGESTED METHODS

No doubt many of the participants will not know each other and feel they are on a rather strange mission. Some may have misgivings about being there; others may have come out of curiosity; others might be wondering if the course actually might be a means of supplemental income, and still others might be uncertain as to whether the job of home companion is a suitable occupation for them.

This meeting should, therefore, be devoted entirely to clearing up any confusion or misgivings, stressing the importance of the work of a home companion and the social approval attached to it. Every effort should be made to instill within each member of the group a warm, friendly feeling and belief that participation in the course is going to be an enjoyable experience.

Before the close of the first session it is also recommended that each member of the group fill out a card giving information as to educational background, previous experience, interests etc. This information will make it easier for the leader to get acquainted with his group and will also be useful to the New York State Employment Office for those persons who wish placement help from that source at the termination of the course.

SUGGESTED AGENDA FOR THE MEETING

1. Presentation by director of adult education.
2. Introduce resource people. Short statements from each interspersed with comments from others.
3. Questions and discussion.
4. Announce topic for following week and name of nurse who will serve as speaker.
5. Set aside a few minutes at the close of the meeting for serving coffee as a further means of getting the group better acquainted.

FOR FURTHER INFORMATION AND IDEAS

Books

Arthur, Julietta K. How to help older people. Philadelphia, Pa. Lippincott. 1954
Gilbert, Jeanne G. Understanding old age. New York. Ronald. 1952
Havighurst, Robert J. Older people. New York. Longmans. 1953
Stieglitz, Edward J. The second forty years. Philadelphia, Pa. Lippincott. 1946

Magazines

Journal of Lifetime Living, published by the Journal of Lifetime Living, 1625 Bay Road, Miami Beach, Fla.

Senior Citizen, published by Senior Citizens of America, 1701 16th Street NW., Washington 9, D. C.

INFORMATION DATA

Name_____
Address_____ Telephone_____
Educational background_____
_____
Are you presently employed? Yes_____ No_____ If "yes", where?
_____
List community or volunteer services which you have given
_____
_____
Have you any physical infirmities or disabilities?
Yes_____ No_____ If "Yes", indicate nature of same.
_____
Do you know the community well, including its public and private agencies? Yes_____ No_____
Have you had close contact with aged people? Yes_____ No_____
If "yes", indicate nature of same_____
_____
Can you fix simple meals? Yes_____ No_____
What are your hobbies (list)_____
_____
_____
Do you enjoy reading aloud? Yes_____ No_____

UNIT II

(Second Class Session — 2 hours)

Qualifications of a Home Companion

TOPICS TO BE COVERED

Job limitations
Legal requirements
Duties to
  a. the person
  b. the family
  c. living quarters
Remuneration to be expected
Dress on the job
Personality traits
Relationships with
  a. family members
  b. other help
  c. the physician

THE KIND OF LEADER YOU'LL NEED

For this session it is desirable to invite a nurse with a social-work point of view, particularly one who has had experience working in families where there are aged members and who shares the concern of such families for their elderly folk. Consultant should be asked to cover the above-mentioned topics and to add whatever she feels will help trainees see the importance of this type of work and its possibilities for a full-time or part-time occupation. Stress the importance of informality in her presentation.

SOME SUGGESTED METHODS

Most of this meeting will be taken up with the presentation and discussion period. As a variation, however, for the topic "personality traits" suggest that the group try a bit of role-playing. This method will give added meaning to the need for the home companion to be sensitive to the moods of the person in his charge and show what can happen when such a worker arrives with a "chip" on his or her shoulder or finds one on the older person's shoulder.

Role-playing is an educational technique in which people spontaneously act out problems of human relations or behavior and analyze such

behavior with the help of observers. This provides the total group with a direct common experience and gives them a better insight into the problem and effective ways of dealing with it. Another advantage of this method is that members of the group can experiment with behavior, make mistakes and try new skills without chancing the hurt that experimentation in real-life situations may involve.

Steps in Role-Playing

1. Have the whole group suggest a problem and establish a situation which illustrates it.

2. Cast characters (usually not more than two or three). Ask for volunteers for the different roles. No one should be urged to take a role unless he is willing to do so.

3. Brief actors and observers. They should be told that the role-players are going to build in some wrong ways of handling the problem and some effective ways. Have role-players go to a corner of the room and decide how they are going to enact the situation. Observers in turn should be asked to try, as they watch the roles being enacted, to determine whether or not the situation is being handled unwisely and, if so, how it could have been handled otherwise.

4. See that enough is enacted so that the group can visualize one way of handling the problem it set for itself. Do not let the scene go on too long; usually three to five minutes is enough.

5. Discuss the behavior, asking such questions as "How did the home companion behave in this situation?" "How could the problem have been avoided or made less acute if the companion acted or spoke differently?"

6. After the above discussion have the same, or other role-players, reenact the situation based on new insights which the group now has into the problem.

Such problems as the following can more effectively be discussed with the help of role-playing:

> Mr. Burns, an aged and mildly senile man of 82, lives with a daughter. Every day he fusses with his companion to take him for a visit to certain people. Sometimes these people are not available or are not in a position to have visitors. The daughter has instructed the companion to use his judgment about these requests. One day Mr. Burns became very insistent upon a particular visit and the companion had to refuse, yet in such a way as not to upset him.

Mrs. Evans, age 80, lives with her son and daughter-in-law. She constantly complains to her companion about the way her daughter-in-law is bringing up her children, about her son's neglect of her and other family matters. How should the companion behave when Mrs. Evans starts to discuss these family matters?

Mrs. Ernest's companion had an upsetting experience in her own home which caused her to arrive late and in a bad mood. On her arrival Mrs. Ernest said she was worried and kept repeating how "worried" she had been. The companion replied in the nature of a rebuke, which caused Mrs. Ernest to burst into tears.

Have the group suggest similar situations that might arise in dealing with aged, infirm persons which call for understanding and tact. If time permits, role-play these situations for the purpose of discussion.

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speaker.
2. Plan informal presentation.
3. Arrange questions and discussion.
4. Arrange role-playing and discussion.
5. Announce topic for following week and the name of the physiotherapist who will be present as speaker.
6. Ask members of the group to bring to next class for practice any canes and crutches which they may have on hand or may be able to borrow.

UNIT III

(Third Class Session — 2 hours)

Handling Elderly Men and Women with Muscular Difficulties

TOPICS TO BE COVERED

Getting in and out of bed
Getting in and out of wheelchair and automobile
Use of crutches
Use of canes
How to help person with paralyzed limbs
Sitting in bed
How to use crutches, canes etc., on stairs
How to assist a crippled person without impeding his progress when walking

THE KIND OF LEADER YOU'LL NEED

For this session a physiotherapist, rehabilitation specialist or head of a nursing home should be invited to discuss the skills required by a home companion in the care of the disabled person. The leader should be informed regarding the makeup of the group and given a list of topics to be covered. She should be asked to come prepared to demonstrate techniques wherever possible, and informed regarding the film to be shown.

SOME SUGGESTED METHODS

Much of this session will consist of demonstration and practice. During the practice session it is recommended that trainees work in pairs, alternating between the roles of the person who has to use a cane or crutch and of the companion helping him. This will give trainee not only experience in handling a handicapped person, but also give him better understanding of the nature of such a handicap.

As a teaching aid, the film, "Teaching Crutch Walking," is recommended. If used, give the group some orientation — what to look for etc. A field trip is also recommended to a hospital or nursing home.

Film

Teaching Crutch Walking. (13-minute sound).

Shows how the physical therapist teaches the bed patient exercise prior to use of crutches and the method of walking with crutches emphasizing safety feature.
Distributor: Film Library
New York State Department of Health
18 Dove St.
Albany 6

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speaker.
2. Arrange presentation and demonstration.
3. Show film, followed by questions and answers.
4. Allow time for practice with crutches by members of the group.
5. Announce topic for following week and the name of the physician who will be present as speaker.

UNIT IV

(Fourth Class Session — 2 hours)

Gerontological Developments

TOPICS TO BE COVERED

Explanation of terms "geriatrics" and "gerontology"
Physiological changes of aging
Psychological characteristics of aging
Common emotional patterns of older people
Emotional impact when physical dependency sets in

THE KIND OF LEADER YOU'LL NEED

A physician should be secured as consultant for this session. He should be asked to discuss the various topics, placing greatest emphasis on how to understand the older person and how the companion can best relate himself to the person he or she will be serving.

SOME SUGGESTED METHODS

After the consultant finishes his talk, try to get as much discussion as possible. If the group is not spontaneous in asking questions, break up into buzz sessions for a few minutes to discuss points raised by the consultant and raise questions. Have a member of each group report back reactions and direct questions to the consultant.

A film such as "Life with Grandpa" might shed some additional light on this particular topic. If film is used, preview it in advance of the meeting. Before showing the film describe it briefly and ask the group to look for specific points.

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speaker.
2. Arrange questions and discussions; buzz sessions.
3. Show film. Follow with discussion.
4. Distribute bibliography.
5. Announce topic for following week and the invited speaker.

FOR FURTHER INFORMATION AND IDEAS

Books

Arthur, Julietta K. How to help older people; a guide to you and your family. Philadelphia. Lippincott. 1954

Gilbert, Jean G. Understanding old age. New York. Ronald. 1952

Havighurst, Robert J. & Albrecht, Ruth. Older people. New York. Longmans. 1953

Michigan University. Living through the older years; ed. by Clark Tibbitts. Ann Arbor. Univ. of Michigan Press. 1949

National Conference on Aging. Man and his years. An account of the First National Conference on aging. Raleigh, N. C. Federal Security Agency, and Health Publications Institute. 1951

New York State. Executive Department. Charter for the aging. Albany. 1955

Stern, Edith M. & Ross, Mabel. You and your aging parents. New York. A. A. Wyn. 1952

Pamphlets and Bulletins

Aging (bimonthly). Supt. of Documents, U. S. Govt. Ptg. Off., Washington 25, D. C. (50 cents a year)

New York State. Executive Department. Salute to the aging (a guide to New York State services for senior citizens). Albany. 1958

New York State Legislature. Joint Committee on Problems of the Aging, 94 Broadway, Newburgh. (free):

Never Too Late, 1949
Young at Any Age, 1950
No Time To Grow Old, 1951
Age Is No Barrier, 1952
Enriching the Years, 1953
Growing with the Years, 1954
Making the Years Count, 1955
New Channels for the Golden Years, 1956

Film

Life with Grandpa (17-minute sound) March of Time Forum Film

Discusses the problems of old age, including degenerative diseases and economic insecurity. Various remedies are suggested to those and other problems including the feeling of loneliness and uselessness that so frequently comes with old age.

Distributors: Columbia University Educational Films
413 W. 117th St.
New York 27 (rent)

Ideal Pictures Corporation
233 W. 42d St.
New York 36 (rent)

UNIT V

(Fifth Class Session — 2 hours)

Nutritional Needs of Older Adults

TOPICS TO BE COVERED

Basic nutritional elements needed by everyone
Foods that supply basic elements
Adjusted basic elements needed by older persons
Buying food values
Diets — soft, medium, full
Preparation of simple milk or gelatin desserts
Tray preparation
Color combinations

THE KIND OF LEADER YOU'LL NEED

The subject to be covered at this meeting will necessitate the help of a nutritionist, or trained dietitian, possibly one from the Department of Health, local hospital, or nursing home. She should be asked to treat the subject of nutritional needs of older adults nontechnically and to demonstrate wherever possible, as the preparation of simple but nourishing meals, attractive trays etc. Have her actually show one or more attractive food trays. Ask her advice on use of a film such as "Something You Didn't Eat" or "Feeding the Patient."

SOME SUGGESTED METHODS

For the most part this meeting will consist of a presentation, demonstration and group discussion. If a film is used, point out what to look for, then follow through with questions and discussion.

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speaker.
2. Arrange informal presentation.
3. Plan questions and discussion.
4. Show film. Follow with discussion.
5. Distribute bibliography.
6. Announce topic for following week and the name of the nurse who will be present as speaker.

FOR FURTHER INFORMATION AND IDEAS

Books

Gillett, L. H. Nutrition and public health. Philadelphia. Saunders. 1946

Magazines and Pamphlets

Community Society of New York. Foods for health as we grow older. 105 E. 22d St., New York

Crampton, C. Ward. Dietary aids and dangers for the aging. Public Health Nursing. June 1949

Senior Citizens. Cook alone and like it. Senior Citizens, Inc., 201 E. Seneca St., Ithaca.

U. S. Department of Agriculture. Food guide for older folks. Home Garden Bulletin No. 17. Bureau of Nutrition and Home Economics, U. S. Department of Agriculture, Washington 25, D. C. (free)

Welfare and Health Council of New York City. Better Nutrition for Better Health. 44 E. 23rd St., New York

Films

Something You Didn't Eat. (9-minute sound, color) U. S. Department of Agriculture
Emphasizes the well-balanced diet and the relationship of diet to the maintenance of health.

Distributor: Film Library
New York State Department of Health
18 Dove St.
Albany 6 (loan)

Feeding the Patient. (15-minute sound)
Shows the physical, mental and emotional factors which affect appetite and digestion. It includes the principles and procedures involved in the feeding of a recumbent patient.

Distributor: Film Library
New York State Department of Health
18 Dove St.
Albany 6 (loan)

UNIT VI

(Sixth Class Session — 2 hours)

Techniques and Personal Care of the Bedridden Person

TOPICS TO BE COVERED

Making a "hospital" bed
Uses of pillows for comfort of patient
Making occupant comfortable in other ways
Helping patient with personal care
Preparing and serving food
Use of bedpan
Bed bathing
Hair combing
Attention to feet and hands

THE KIND OF A LEADER YOU'LL NEED

Here, again, a nurse should be invited to handle the session. She should be given a list of the topics to be discussed and asked to come prepared to demonstrate many of the techniques. Ask her opinion on the use of some such films as "Giving an Enema."

SOME SUGGESTED METHODS

In opening this session, it is desirable to point out that a home companion generally is not expected to take care of the total needs of a bedridden person. A practical nurse or a visiting nurse can be procured for special services, but a home companion is frequently expected to be able to "pitch in" when necessary and should, therefore, have certain skills.

For this session it is necessary to use a bed for demonstration purposes. If this course is held in the home economics suite, as suggested earlier, the sick bedroom can best be simulated.

Since the major portion of this meeting will be devoted to teaching specific skills, sufficient time should be reserved for demonstration and practice. If a film is used, give the group some help on what to look for and allow time for questions and discussion.

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speaker.
2. Arrange presentation and demonstrations.
3. Set practice period.
4. Show film. Follow with discussion.
5. Distribute bibliography.
6. Announce topic for following week together with the name of the person who will be brought in as a speaker.

Books

American Red Cross. Home nursing textbook. Philadelphia. Blakiston. 1950

Dakin, Florence, & Thompson, Ella M. Simplified nursing. Philadelphia. Lippincott. 1951

Olson, Lylma M. Improvised equipment in the home care of the sick. Philadelphia. Saunders. 1947

Rudd, Thomas N. The nursing of the elderly sick. Philadelphia. Lippincott. 1954

Films

Giving an Enema. (20-minute sound)

Discusses and demonstrates two main types of enemas, retention and evacuant, using diagramatic material.

Distributor: Film Library
New York State Department of Health
18 Dove St.
Albany 6 (loan)

UNIT VII

(Seventh Class Session — 2 hours)

Recreational Opportunities for Older Men and Women

TOPICS TO BE COVERED

Value of recreation for older adults
Simple home games
Simple crafts
Library services for shutins
Community recreation programs for senior citizens
Local parks and museums

THE KIND OF LEADER YOU'LL NEED

The major purpose of this session is to give trainees a better understanding of the value of and need for all people, including the aged, to have educational and recreational interests and to give the companion some help on how to stimulate or encourage such interests for the persons in their care. For this session, therefore, it would be helpful to have on hand a recreation leader or crafts teacher, and possibly the local librarian. Guest speakers should be asked to show how the home companion can help to stimulate interests, the kinds of activities which might be encouraged, and where to go for recreational aids.

SOME SUGGESTED METHODS

It would be desirable at this session to have an exhibit of crafts and books on hobbies and simple home games for passing time agreeably. Some of these games and crafts might be demonstrated. It might also be desirable to get the local librarian to demonstrate "talking books." Here also is a good spot for showing the film, "Prescription for Happiness."

If there is a senior citizens' club or center in the community, plan a field trip so that trainees can see the nature of its program and the type of activities that are of interest to older men and women.

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speakers.
2. Have informal presentations.
3. Show film.
4. Arrange questions and discussion.
5. Distribute bibliography.
6. Announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

Boyd, Neva L. Hospital and bedside games. Chicago. Fitzsimons. 1945

Ickis, Marguerite. Pastimes for the patient. New York. Barnes. 1954

McCall's treasury of needlecraft. New York. Simon and Schuster. 1955

Wayne University. Art activities almanac — worksheets for a multitude of arts and crafts. Art Education Alumni Association, Wayne University, Detroit, Mich.

Zarchy, Harry. Creative hobbies. New York. Knopf. 1953

Pamphlets

Hobby Publications. (U. S. Government publications that might be useful to hobbyists.) Supt. of Documents, U. S. Govt. Ptg. Off., Washington 25, D. C.

Film

Prescription for Happiness. (10-minute sound)

Points up the need for and the value of interests and hobbies for older men and women and the wide range of possibilities, as shown in the annual New York City Hobby Show for older persons.

Distributor: Public Relations Department
Community Council of Greater New York
44 E. 23d St.
New York 10 (loan)

UNIT VIII

(Eighth Class Session — 2 hours)

Community Services for Older Men and Women

TOPICS TO BE COVERED

Description of the function and services of public and private agencies and organizations rendering services to older men and women, such as:

Council of Social Agencies
Recreational organizations
Family service agencies
Health agencies
Homes for the aged
Office of old-age assistance, Department of Welfare
Office of Social Security and Survivors Insurance
Local opportunities for adult education

THE KIND OF LEADER YOU'LL NEED

Since the main purpose of this meeting is to describe the local agencies and organizations which provide services for older adults, it is recommended that a representative of the Community Chest or the Council of Community Services be invited to talk to the group. If the community lacks such an agency, a representative of local government or the public school director of adult education might discuss the various ways in which the local public and private agencies and organizations serve the aging.

SOME SUGGESTED METHODS

In the discussion following the presentation, members of the group should be encouraged to raise questions about common needs of older persons and where to go for help.

It might be desirable to ask a representative of the local State Employment Service to be on hand at this last session to register any person finishing the course who wishes to find a job as a home companion. Where this is done the Employment Service representative should be given the information data sheet collected at the first session. Although it is expected that trainees will be helped to find placement through the State

Employment Service, they should be told about other ways of finding employment. Make this last meeting as informal as possible. Plan to serve coffee and ask the group what they think they got out of the training. Ask if they would like to come together for a meeting at some later date to discuss their "new careers" and get help on other problems.

SUGGESTED AGENDA FOR THE MEETING

1. Introduce guest speaker.
2. Make the presentation informal.
3. Stimulate questions and discussion.
4. Arrange talks by representative of State Employment Service.
5. Suggest placement through other sources.
6. Distribute bibliography.
7. Award Certificate of Completion.
8. Close session as suggested above.

FOR FURTHER INFORMATION AND IDEAS

Calcord, Johanna C. Your community; its provisions for health, education, safety and welfare. New York. Russell Sage Foundation. 1947

McCarthy, Henry L. Day centers for older people. American Public Welfare Association, 1313 E. 60th St., Chicago 37, Ill.

New York State Association of Council of Social Agencies. Community action for the aging. 105 E. 22d St., New York 10

New York State. Executive Department. Salute to the aging [a guide to New York State services for senior citizens]. Albany. 1958

Snyder, Ruth M. Community activities for the aging. Research Council for Economic Security, 111 W. Jackson Blvd., Chicago 4, Ill.

CERTIFICATE OF ACHIEVEMENT

City of_____Board of Education

BE IT KNOWN THAT

_____has satisfactorily completed the requirements for the noncredit Home Companion Training Course.

This course was conducted as a part of the adult education program of the

_____Public schools.

_____
Superintendent of Schools

_____day of_____

19_____

_____
Director of Adult Education

STREAMLINED HOUSEKEEPING
(For Job Training)

SUGGESTIONS FOR DIRECTOR OF ADULT EDUCATION

OBJECTIVE OF COURSE

This is a seven-session two-hour course designed to upgrade the homemaking skills of mature women who wish to seek employment in responsible housekeeper positions. It assumes that the women taking the course, through the experience of running their own household and raising a family, have a good foundation for such work but can be helped through short-term training to get a better understanding of how to achieve good personal relationships and live with people of different backgrounds and living habits, to acquire information on modern child-rearing and modern techniques for the care of the home. Such short-term training will help the housekeeper enter a strange home with a greater degree of confidence and should mean a great deal to the person doing the hiring. In those instances where the housekeeper is going to take the place of a mother and serve as a homemaker, this usually requires a relationship with a family agency or other social agency.*

RELATIONSHIP WITH STATE EMPLOYMENT OFFICE

As a first step, discuss the possibilities of this type of training with the manager of the State Employment Service. If he feels it will help some mature women procure good housekeeping positions, work out with him a cooperative plan for recruitment of trainees and referral back to the State Employment Service for placement.

LEADERSHIP

A home economics teacher should be employed as leader or coordinator of the course, or if not available, a Home Demonstration leader. The leader in turn will have the responsibility of arranging to get specialists as guest leaders for single sessions. It is important that the leader selected be able to work effectively with mature women who, undoubtedly, will present widely varied backgrounds and experience.

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* Homemaker Service: A Preventive to Placement of Children in Foster Care, Federal Security Agency, Washington 25, D. C., 1952.
Homemaker's Training Course, Rutgers University, Extension Division, distributed by U. S. Department of Health, Welfare and Education, Washington 25, D. C., 1957.

ROOM AND EQUIPMENT

Because of the nature of this training, it is almost essential that the home economics suite be used which will permit demonstrations of cooking, cleaning and serving techniques.

PROMOTION

In addition to promotion by the State Employment service, it is desirable to get the interest and support of other local groups. In every community there are scores of mature women who are not registered with the Employment Service but who, nonetheless, feel the need for additional income and might be interested in training for employment if the opportunity were brought to their attention. In order that this information reach as many women as possible, get together an advisory committee made up of representatives of local women's clubs, the Home Bureau, commercial employment agencies, the local press and the manager of the State Employment Service. The club women should be asked to bring this training and employment opportunity to the attention of club members.

The local newspaper can be of special help in the promotion of this course through articles by the editor of the homemaking page; similarly, the radio through the person in charge of the woman's program.

Facts such as the following might be used by the radio and press:

1. The community, especially the working mother, has need for responsible, mature housekeepers, personal attendants for children and infirm aged people.
2. It is one of the occupations readily open to qualified mature women.
3. Salaries compare favorably with those of most office, store and factory jobs in which women are employed.
4. The position of housekeeper frequently permits greater independence of planning and supervision than is possible in other positions in offices, stores and factories as well as more pleasant working conditions.
5. Such jobs, which frequently provide room and board, make it possible for the individual to maintain complete independence.
6. The satisfactions that accrue from helping to rear a child or add to the well-being and happiness of infirm aged people make the position a service which is important not only to the persons receiving it, but rewarding to the community as well.

7. The experience of running one's own household and raising a family is a good foundation for the position of housekeeper, but one can gain a great deal from a course dealing with personal relations, fitting into a new household, living with persons of different backgrounds and living habits, modern thinking on child-rearing as well as modern techniques for care of the home. Such short-term training will help a housekeeper enter a strange home with much more confidence and should mean a great deal to the person doing the hiring.

COURSE OF STUDY

A set of suggestions follows for use by the course leader with a complete course of study, including suggested methods, use of visual aids and bibliography.

BIBLIOGRAPHICAL REFERENCES

For each session a list of references is given which, if used, should add materially to a fuller understanding of the subject. The school would be well advised to order a set of references for use by the trainees. Here's a good chance to get the cooperation of the school library.

CERTIFICATE OF ACHIEVEMENT

One good way of giving recognition to those who successfully finish this training is to award a Certificate of Achievement. Such a certificate would, in effect, serve as notice to the Employment Service that the individual has completed the training and could also be used as a letter of recommendation by the public school to prospective employers. Get the necessary approval for awarding such certificates and arrange for necessary printing.

SUGGESTIONS FOR COURSE LEADER

OBJECTIVE OF COURSE

This is a seven-session two-hour course designed to upgrade the homemaking skills of mature women who wish to seek employment in responsible housekeeper positions. It assumes that the women taking the course, through the experience of running their own household and raising a family, have a good foundation for such work but can be helped through short-term training. This training will give them a better understanding of how to achieve good personal relationships and how to live with people of different backgrounds and living habits, to acquire information on modern child-rearing and modern techniques for the care of the home. Such short-term training will help the housekeeper enter a strange home with a greater degree of confidence and should mean a great deal to the person doing the hiring.

In those instances where the housekeeper is going to actually take the place of a mother and serve as a homemaker, this usually requires a relationship with a family agency or other social agency.*

RESPONSIBILITY OF LEADER

It is the job of the course leader to contribute to the discussions, to plan each session, take the responsibility for inviting guest leaders, lead group discussion, employ various techniques to achieve better results, see that the class members get bibliographies, keep class records and to coordinate the various sessions.

SELECTING CONSULTANTS

For each session certain types of consultants are suggested. In order to find just the "right person" it may be desirable or necessary to get suggestions from the director of adult education, the Home Demonstration Unit and others in town.

The first contact with a possible consultant should be by telephone. If he agrees to serve or is not sure and wants more information, follow with a personal meeting. After getting consultant's approval, send a letter of confirmation with a list of questions or topics to be discussed and other instructions as included in the course outline.

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* Homemaker Service: A Preventive to Placement of Children in Foster Care, Federal Security Agency, Washington 25, D. C., 1952.
Homemaker's Training Course, Rutgers University, Extension Division, distributed by U. S. Department of Health, Welfare and Education, Washington 25, D. C., 1957.

CONTENT OF COURSE

A complete course outline follows for the seven sessions. This includes suggestions for use of consultants, topics to be discussed, methods to be employed such as demonstrations, role-playing, field trips etc.

It is also suggested that you, as course leader, ask the director of adult education to procure a set of references selected from the suggested bibliography for use by the members of the class.

YOUR ROLE AS LEADER

Much of the success of this course will depend upon how you interpret it to the members of the group at the first meeting and how they react to you as a person. It is up to you to impress upon them the advantages of this kind of employment and the value of short-training. Such facts as those listed (1-7) on pages 99, 100 should be brought to their attention.

CERTIFICATE OF ACHIEVEMENT

One good way of giving recognition to those who successfully finish the training is to award a Certificate of Achievement. Such a certificate would, in effect, serve as notice to the Employment Service that the trainee has completed the training and could also be used as a letter of recommendation by the public school to prospective employers. Check with the director of adult education on the possibilities of arranging for such a certificate.

UNIT I

(First Class Session — 2 hours)

Information a Worker Should Have Before Accepting a Job

TOPICS TO BE COVERED

Organization of the course
Job opportunities
Information a worker should have before accepting a job
Assessing one's skills as a housekeeper

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

For this particular session it is desirable to have on hand a representative of both the State Employment Service and the Office of Social Security. These people should be briefed ahead of time regarding the purpose of the course. The representative from the Office of Social Security should be asked to come prepared to discuss informally:

1. Coverage by OASI
   Responsibility of employer
   Responsibility of employee
2. Earning possibilities of a retired person receiving monthly social security payments

The representative from the State Employment Service should be asked to come prepared to discuss:

1. Job opportunities for mature women as housekeepers in good homes
   resident and nonresident
   part-time
   full-time
2. Prevailing salary for housekeeping work
3. Information a worker should have before accepting a job:
   a. Specific duties and responsibilities to be performed and how frequently — daily, weekly, seasonally (example: cleaning windows, "spring cleaning" etc.)
   b. Schedule to which a worker will have to adhere (example: mealtimes, children returning from school etc.)
   c. Available equipment, tools and supplies (example: vacuum, washing machine etc.)

d. A clear-cut understanding about social security
e. Accident insurance within the home
f. Compensation coverage
g. Vacations

4. How to look for a job
   (1) State Employment Service
   (2) Other nonprofit agencies
   (3) Newspaper advertisements

STARTING THE SERIES

Before the meeting begins, the leader should check such details as adequate lighting, ventilation, chairs placed informally either around a table or in a semicircle, depending upon size of group.

At this first meeting the course leader should establish a friendly working relationship with each member of the group and create a free and easy atmosphere within the group itself. Since many of these women may not have been back at school for some time, it is important that they be made to feel secure and at ease. Open the meeting by introducing the speakers and by having each person identify himself. Next give a few ground rules: the necessity for regular attendance; the desirability of keeping a notebook for occasional note-taking, use of occasional worksheets and bibliographies.

Emphasize the importance of being open-minded and willing to accept new ideas that may be an improvement over the old way of doing or thinking about things. One of the chief complaints about employed housekeepers is their set notions and common resistance to change. Establish the following cardinal rule for housekeepers (never to be broken): "This is not your home — you must make it comfortable for someone else."

Describe the overall plans for the course and encourage members of the group to add any of their own ideas or suggestions.

Call on the representative of the Office of Social Security to make his statement. Follow with questions. Next, the statement from the representative of the State Employment Service, followed by questions and general discussion.

Since the State Employment representative will limit himself to the State Service and other nonprofit employment agencies, the course leader should add any information he feels is important regarding local commercial employment agencies and other ways of looking for a job, including writing a letter of application and preparing for an interview.

Distribute bibliography and announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

Abel, D. L. Making housekeeping easy. New York. Funk. 1948

Duvall, Evelyn R. Family living. New York. Macmillan. 1950

Good Housekeeper: Guide to successful homemaking; comp. by Good Housekeeping Magazine. New York. Harper. 1956

Good Housekeeping Institute, New York. Good housekeeping book. Philadelphia. McKay. 1947

Hurst, Marion. The 1-2-3 of homemaking. New York. Prentice-Hall. 1947

Lambert, Ella L. The discriminating hostess. Peoria, Ill. Manual Arts. 1948

Magazines

Cottrell, C. M. and Bostick, M. J. Dynamic and creative home management. Journal of Home Economics, May 1956. pp. 345-346

Inexpensive Materials

U. S. Department of Labor. Training mature women for employment. Supt. of Documents, Govt. Ptg. Off., Washington 25, D. C.

UNIT II

(Second Class Session — 2 hours)

Adjusting to the New Situation

TOPICS TO BE COVERED

Accepting a new role in someone else's home
Status
Getting along with people
Grooming

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

Inasmuch as different types of households present such different problems, it is important to get the shared thinking of a variety of people who have had experience with housekeepers, as a mother from a household where there are several children; a father (to get the male angle); an unmarried working woman who lives with an aged and infirm parent; a working wife where there are no children in the family. These people should be asked to serve on a panel and come prepared to discuss the kinds of situations which create poor relationships between a housekeeper and employer and how these can be avoided through understanding and sensitivity to each other's feelings.

SOME SUGGESTED METHODS

The panel discussion might begin with a typical problem caused by lack of good judgment on the part of either the family or the housekeeper, or because the housekeeper failed to adjust properly to her new role, or because of careless appearance, or because the family had not been properly sensitive to the feelings of the housekeeper. Here's a sample illustration to start the panel discussion going:

> From the first day of her employment, a middle-aged housekeeper called her employers by their first names because they were younger than she. After several days she noticed a distinct change in the attitude of her employers and in the general atmosphere. Whereas at the beginning her employers were friendly and informal, now neither of them spoke to her unnecessarily. Shortly thereafter she was told to refer to "Mr. ———" (her employer) and not to "Earle." A few days later she resigned.

In considering this or similar situations that create unnecessary tensions and friction between employer and employee, the panel might consider such questions as:

1. How should the housekeeeper have tried to find out the kind of relationship her employer wished to establish?
2. Should she have assumed that because she was older than her employers she could call them by their first names?
3. Should she have expected or wanted to be treated as a member of the family?
4. Since she was mature and experienced and her employer young and inexperienced, was she free to criticize the directions given by her employer? If so, how could she have done so tactfully?

At this point get reactions and discussion from the class members.

The above problems might lead to other types of problems caused by lack of understanding on the part of employer and employee, such as:

1. How can an employee determine what the expectations of her employer are with respect to
   a. use of back entrance for herself . . . for her occasional visitors?
   b. use of living room to entertain her visitors from time to time?
2. Should a housekeeper expect the same food as the family at all times?
3. Should she expect to have her meals with the family? How should she behave in this respect if she is not specifically told?
4. Should a housekeeper expect unlimited use of family facilities such as radio, television, telephone?
   How should she find out how her employer feels about such things?

(5) How can a housekeeper tactfully insure that she is treated as a housekeeper and not as a "maid"?

In dealing with this type of problem, much can be gained through the use of role-playing (described in Home Companion Course). As one possibility, create a situation wherein a middle-aged woman is being interviewed for the job of housekeeper by a woman who is young and newly wed. Have this situation acted out by two members of the group. Discuss and later reenact the situation. Encourage both members of the panel and class to be entirely frank in giving opinions.

As a class project, have each trainee start a list of the questions or information which a housekeeper should get from a prospective employer before accepting a job. The list should grow as the course develops. Before the last session this list should be duplicated in the form of a check-list and given to each member of the class.

Announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

Beaumont, Henry. Psychology of personnel. New York. Longmans. 1945

Articles

Charm. The senior executive — make your age unimportant. February 1957 (reprints available)

UNIT III

(Third Class Session — 2 hours)

New Cooking Techniques

TOPICS TO BE COVERED

New developments in cooking techniques
Freezing techniques
Menu planning — "Basic Seven"
Packed lunches
Racial and religious requirements and preferences
Sources of weekly or monthly menus
Time saving "quickie" or partially prepared foods

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

For this session, in addition to the contributions made by the home economics teacher (who may be the course leader), the help of one or possibly two specialists is suggested — an appliance demonstrator, and, if possible, a television food demonstrator. These guest leaders should be told that the objective of the session is to serve as a review and give up-to-date information, ideas and techniques, and that it assumes that members of the group, through long years of experience, have already acquired basic cooking information and skills. The invited leaders should be given details regarding the makeup of the group, backgrounds of members etc.

The appliance demonstrator should be asked to discuss and demonstrate (1) newer cooking techniques, giving advantages and points to be watched, and (2) freezing techniques, pointing out the advantages of "batch" cooking where larger quantity cookery is done in one batch, some to be used immediately, the remainder to be frozen for later use.

If a television demonstrator is available, she should demonstrate two basic type meals: (1) the oven-prepared (such as stew or pot roast) with suggested variations and substitutions, depending on available cuts, season of year, extra courses or party touches, and (2) the "quickie" type of precooked or frozen foods.

SOME SUGGESTED METHODS

The period should be divided roughly into thirds and, if possible, conducted in a school kitchen or cafeteria. Small cooking equipment, such as electric frying pans, deep fat fryers, rotisseries etc., should be available for examination and explanation.

Start with discussions and demonstrations by the appliance demonstrator. Encourage questions and answers. Follow with discussions by the home economics teacher (course leader) on (1) the essentials of meal planning; (2) the "Basic Seven" — the needs of various age groups for calcium, protein, bulk, vitamins etc.; (3) efficient use of equipment (oven meals, casseroles etc.); (4) sources of weekly or monthly menus (such as newspapers, *Woman's Day*, other women's magazines); (5) packed lunches; (6) racial and religious requirements and preferences, and (7) time-saving, prepared or partially prepared foods and example of same. Follow with demonstration by television demonstrator (if available) of the two basic type meals — the oven-prepared and precooked or partially cooked type.

If time permits, show a good film dealing with some phase of this topic. Also, if possible, secure copies of "give-away" cookbooks such as those distributed by flour, cheese, macaroni companies, the National Dairy Council.

Suggest that each member of the class prepare sample menus for a described family (for one week) and bring to the next session for discussion.

Distribute bibliography and announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

Better Homes and Gardens Cook Book. Des Moines, Iowa . Meredith. 1948

Cannon, Poppy. Can opener cook book. New York. Crowell.

Conason, Emil J. & Metz, Ella. Salt free diet cook book. New York. Lear. 1949

Cooper, Lenna F. & others. Nutrition in health and disease, 12th ed. Philadelphia. Lippincott. 1953

Craig, Hazel. A guide to consumer buying. Boston. Heath. 1943

Crocker, Betty. Picture cook book. Minneapolis. General Mills. 1950

Harris, Jessie W. & Speer, Elizabeth L. Everyday foods. Boston. Houghton. 1946

Herald Tribune Home Institute Cook Book. New York. Scribner. 1947

Lewis, Dora S. & others. Family meals and hospitality. New York. Macmillan. 1951

McLean, Beth B. Meal planning and table service. Peoria, Ill. Bennett. 1949

New Fanny Farmer Boston Cooking School Cook Book. Boston. Little.

New York Herald Tribune. Home Institute cook book. New York. Scribner. 1946

Rombauer, Irma S. & Becker, Marion R. The new joy of cooking. New York. Bobbs-Merrill.

Rose, Mary S. Feeding the family; 4th ed. New York. Macmillan. 1940

Small, Marvin. Special diet cook book. New York. Greystone. 1952

Simpson, Jean I. Frozen food cook book. New York. Simon & Schuster. 1948

Free and Inexpensive Materials

New York State College of Home Economics, Cornell University, Ithaca, N. Y.:

Bryant, Alice M. & Willman, Anna R. Quick breads — baking with N. Y. State pastry flour. Bulletin 924. January 1955

Dudgeon, Lola T. Food makes a difference. Bulletin 775. November 1954

———— Meal planning the easy way. Bulletin 921. September 1954

Ericson, Myrtle H. Family meal service. Bulletin 774. January 195

Fenton, Faith. Cooking frozen meats, poultry, game and fish. Bulletin 906. February 1954

———— Cooking frozen vegetables and fruits. Bulletin 873. July 1954

Party Service. Bulletin number E.773

Shaben, Lillian, & Hurd, L. M. How to prepare and cook chicken. Bulletin 785. May 1954

Steininger, Grace, & Hauck, Hazel M. Food value chart. Bulletin 670 rev. July 1954

Williams, Eleanor. How to cook vegetables. Bulletin 883. Sept. 1954

Magazines and Periodicals

Austin, J. Good victuals, with recipes. See issues of American Home

Block, J. D. What makes Peter grow. Parents Magazine. May 1956.

Brecher, R. & Brecher, E. Easy guide to family nutrition. Parents Magazine. May 1956. pp. 52-53

Elliott, D. J. Budget-wise meal planning. Practical Home Economics. April 1955. pp. 20-22

Family fare food management and recipes. U. S. Govt. Ptg. Off., Washington 25, D. C. (Home and Garden Bulletin No. 1)

Helping families plan food budgets; rev. (Miscellaneous Publication No. 662) U. S. Govt. Ptg. Off., Washington 25, D. C. 1952

Lauber, P. G. Cooking is an art. Practical Home Economics. June 1954. p. 44

McCully, H. Creative cooking. Journal Home Economics. February 1956. pp. 98-99

Patton, A. Bounty on a budget. Ladies Home Journal. June 1955. pp. 142-143

Practical Home Economics. Party specials. December 1953. pp. 30-31

Practical Home Economics. Using pre-packaged meats. April 1954. pp. 34-35

"Who's Who Cooks," recipes of ————————. See issues of Good Housekeeping Magazine

Wilder, R. M. Are we getting our meals' worth? National Parent Teachers. June 1955. pp. 18-20

Films

Cooking: Kitchen Safety. (10-minute sound)

Emphasizes the necessity of observing safety rules in the kitchen, and points out some of the more common kitchen safety problems along with their means of correction. Using the setting of a well-ordered, modern kitchen, the film discusses such things as safe arrangement of equipment, use and storage of knives and other implements, glass containers, the gas range, working around the stove, electrical kitchen appliances, reaching high shelves and other problems.

Distributor: Film Library
New York State College of Agriculture
Cornell University
Ithaca

Cooking: Planning and Organization. (10-minute sound)

Discusses the importance of planning and organizing work and equipment in the kitchen and demonstrates time-saving methods. Features the use of a time chart in planning and preparing a meal.

Distributor: Film Library
New York State College of Agriculture
Cornell University
Ithaca

UNIT IV

(Fourth Class Session — 2 hours)

When There Are Children in the Home

TOPICS TO BE COVERED

Responsibilities for children
Care of infant
The preschool child
Later growth and development of child
Childhood diseases and accidents

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

A child guidance or parent education specialist or head of a day nursery is recommended for handling the first four topics. To give the group the necessary information on childhood diseases and accidents, a public health nurse is recommended. As a third resource person, it is a good idea to have a young mother speak on what a modern mother would expect of a housekeeper in the way of child care.

Each of these leaders should be briefed regarding the objective of the course and informed regarding the topics they are to handle together with the suggested methods given below. They should be asked to come prepared to discuss the various topics and to answer questions.

SOME SUGGESTED METHODS

In introducing this subject, the coordinator should emphasize that the degree of responsibility for children in a household varies with each worker and each household, depending upon the expectations and wishes of the parents, and that child care requires understanding as well as heart. In discussing this problem, it is important that the invited leader clarify the parent's responsibility and that of the worker's, and the need for the housekeeper to find out from her employer exactly what they expect her role to be with regard to the youngsters, her responsibilities for disciplining them, allowing them liberties etc. and, in general, how she is to relate herself to them.

The leader might be asked to comment upon such situations as the following:

> Mrs. Booth worked as housekeeper in a home where there was a baby girl. Her employer left the baby in her care for a few hours three or four afternoons a week. During these periods whenever the baby cried Mrs. Booth

would pacify it by permitting thumb-sucking although she knew that the mother was trying to break the baby of that habit. Mrs. Booth would rationalize by saying to herself — "She doesn't know — she's only had one baby. I've had five!"

Have the group discuss this situation.

In the discussion on "Care of the Infant" such problems as the following should be considered: (1) baby's food; (2) developments to be expected during the first year (bowel and bladder control and the new techniques of "natural response"); (3) good sleeping habits; (4) learning to eat; (5) learning to walk etc.

The topic "The Preschool Child" should include such problems as teaching the child to keep clean, teaching him to dress, directing his play and helping him to develop emotional control. Here again, illustrations should be drawn from situations commonly found in child care.

The discussion on "Later Growth and Development of the Child" should include normal physical and mental development at various stages of childhood and adolescence and what can be done to help that development. To illustrate some of these problems, role-playing (see Home Companion Course) is suggested in a situation such as the following:

Mrs. Anderson is the housekeeper in a family where both parents work. She was given the responsibility for Helen, a teen-age daughter, in the absence of the parents. Helen understands that she is expected to come home directly after the close of school and is not allowed any exceptions without permission. In general Mrs. Anderson feels that the parents are too strict with the child.

One day Helen went somewhere after school and arrived home only a few minutes before her mother did. The child gave Mrs. Anderson some vague excuse and asked her not to mention the incident to her mother because "you know how upset Mother gets over nothing!" Mrs. Anderson was very fond of the child and decided there was nothing to be gained by telling the mother. "It would only result in no supper for the child." So she said nothing to the mother.

The next week Helen repeated the incident and again prevailed on Mrs. Anderson. With a hug she said: "You know there's nothing wrong in my going home with Mary to watch TV, is there?"

Follow this role-playing situation with a discussion on how the housekeeper should have handled the situation from the very start.

The topic "Childhood Diseases and Accidents" should bring out the first symptoms of illness, common accidents among children, what to do before the doctor arrives and caring for the child during illness and convalescence.

There are a number of good films relating to the various topics included in this session as, for example, "Children Growing Up with Other People" or "Helping the Child To Accept the DO's" or "Helping the Child To Face the DON'T's." Any of these would help to give the group a common basis of understanding from which effective discussion can take place.

Distribute bibliography and announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

Bradbury, Dorothy E. & Amidon, Edna P. Learning to care for children. New York. McGraw-Hill. 1956

Goodspeed, Helen C. Child care and guidance. Philadelphia. Lippincott. 1948

Montgomery, John C. & Suydam, Margaret J. America's baby book. New York. Scribner. 1951

Smart, Mollie S. Babe in a house. New York. Scribner. 1950

Magazines and Periodicals

Barclay, D. Learning the give and take of sharing. N. Y. Times Magazine. October 9, 1955. p. 48

Child Training. See issues of Today's Health

Gruenberg, S. M. & Gruenberg, B. C. Fancies and foibles in child care. Reader's Digest. October 1957. pp. 46-49

Holt, L. E., Jr. Bed time problems. Good Housekeeping. February 1956. pp. 129-30

Senn, M. J. E. & Wolf, A. W. M. How to take care of your sick child at home. Woman's Home Companion. January 1957. pp. 40-41

Today's Health. Good grooming for children. January 1956. p. 27

Films

Children Growing Up with Other People. (30-minute sound)
Shows progressive social growth from the dependency of infancy and the aggression and self-interest of the young preschooler to the gang-relationships of preadolescence and finally the new independence of adolescence. The latter is especially well portrayed.

Helping the Child To Accept the Do's. (10-minute sound)
Portrays the child learning to live in a world defined by the Do's and how his personality is influenced by the extent to which the Do's are accepted. Illustrates the type of Do's the child must learn to accept.

Helping the Child To Face the Don't's. (10-minute sound)
Reveals how the young child meets a world of don't and how he reacts by conforming in his own distinctive ways — then forming his own individual personality. Sharing, group participation, discipline shown.

Distributor of above films:
Film Library
New York State Department of Health
18 Dove St.
Albany 6 (loan)

UNIT V

(Fifth Class Session — 2 hours)

When Sickness Comes

TOPICS TO BE COVERED

Helping bedridden person with personal care
Making bedridden person comfortable
Making a hospital bed
Special diets
Foods to supply basic elements
Tray preparation
Helping person in and out of wheelchair
Helping the person who uses a cane or crutches

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

A public health or a visiting nurse should be invited to handle this particular meeting. She should be briefed regarding the purpose of the course, given a list of topics to be covered and asked to come prepared to discuss these topics informally and demonstrate as many techniques as possible.

Although it would be advantageous for all the meetings to be held in the home economics suite, it is almost necessary for this particular session to be held there in order to simulate a bedroom.

SOME SUGGESTED METHODS

In introducing this topic, point out that under no circumstances is a housekeeper expected to do nursing service. When sickness does occur in a family, however, the housekeeper frequently is expected to step in and lend whatever assistance may be necessary in the care of the ill person other than nursing care. Similarly where there is an infirm aged person in the family, the housekeeper frequently is expected to assist with such things as food preparation or helping the person in and out of a wheelchair or the person with crutches up and down stairs. The housekeeper should have enough information to step in when there is sickness and an emergency. It is necessary also to stress the danger of doing too much when, in some cases, it is safest to leave the patient undisturbed.

In the discussion on personal care of the sick person, the nurse who is leading the discussion should plan to demonstrate such activities as helping the sick person in and out of bed, making him comfortable in bed, helping him wash, comb etc. How to help the person with wheelchair, canes or crutches can best be handled through demonstrations.

When discussing diet and preparation of a tray, stress the need for following prescribed diet and for making a tray attractive. It might also be desirable to use an appropriate film, such as "Feeding the Patient." If used, give the group the salient points ahead of time. Follow with questions and answers.

Distribute bibliography and announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

American Red Cross. Home nursing textbook. Philadelphia. Blakiston. 1950

Dakin, Florence, & Thompson, Ella M. Simplified nursing. 5th ed. Philadelphia. Lippincott. 1951

Olson, Lylma M. Home care of the sick. Philadelphia. Saunders. 1947

Tisdall, Frederick F. Home care of infant and child. New York. Morrow. 1931

Todd, Ramona K. & Freeman, Ruth B. Health care of the family. Philadelphia. Saunders. 1946

Williams, Jennie. Family health. New York. Lippincott. 1945

Wooders, Marie A. & Curtis, Donald. Emergency care. Philadelphia. Davis. 1942

Magazines and Periodicals

Kent, R. K. Sick-a-bed fun. Woman's Home Companion. October 1955. p. 64

Life. Projects for sick children. March 21, 1955. pp. 170-171

New York State Department of Health. Is someone sick in your home? Albany. This excellent little booklet can be procured in quantity, free.

Senn, M. J. & Wolf, W. W. M. How to care for your sick child at home. Woman's Home Companion. January 1957. pp. 140-141

Film

Feeding the Patient. (15-minute sound)

Shows the physical, mental and emotional factors which affect appetite and digestion. It includes the principles and procedures involved in the feeding of a recumbent patient.

Distributor: Film Library
New York State Department of Health
18 Dove St.
Albany 6 (loan)

UNIT VI

(Sixth Class Session — 2 hours)

Shopping Wisely

TOPICS TO BE COVERED

House linen
Bedding
Household supplies
Electrical equipment
Food

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

In addition to the contributions made by the home economics teacher (who may be serving as course leader), one or two types of consultants are recommended for this session: a manager of a chainstore or super market and/or editor of the "women's page" in the local newspaper.

The leaders should be briefed regarding the makeup of the group and their particular responsibilities.

The chainstore manager or "women's page" editor should be asked to (1) explain weekly food planning (needs for small children, teenagers, working adults, older family members) limiting discussion to quantity purchasing, not basic diet needs which is handled in another sesson; (2) weekly marketing vs. daily marketing, need for overall planning and following market information column in local newspaper (peaks and low points in store selling — first of week specials, high point Friday night, low middle of week business — and resultant savings to midweek shoppers); (3) approximate costs for serving frozen foods vs. canned vs. fresh vs. precooked; (4) how to read labels (size, quality etc.).

The home economics teacher (course leader) should then follow with makeup of a household inventory which involves storage facilities and check of inventory. She should be asked to bring available publications from Extension Service on linen needs and how to judge quality of bed linens, table linens, towels and bath supplies. This discussion should include the advantages and disadvantages of each, approximate price, "white sales," seconds and irregulars versus standards; filled materials; fitted versus unfitted sheets; size, absorbency, color for towels and bath linens; linen versus cotton, rayon mixtures for table cloths; table mats versus cloths etc.

SOME SUGGESTED METHODS

About equal time should be allowed for the discussion by the home economics teacher (course leader) and that of the food store manager dealing with food. Allow ample time for questions and group discussion.

For this particular topic a field trip would be highly beneficial. This could be planned with the food store manager for some evening when the store is normally closed.

Distribute bibliography and announce topic for following week.

FOR FURTHER INFORMATION AND IDEAS

Books

Beard, James A. & Aaron, Sam. How to eat better for less money. New York. Appleton-Century. 1954

Brunner, Lousene R. Magic with leftovers. New York. Harper. 1955

Cissell, Robert, & Cissell, Helen. Stretching the family income. New York. Wagner. 1953

Wingate, Isabel B., Gillespie, Karen R. & Addison, Betty G. Know your merchandise; rev. New York. Harper. 1951

Magazines and Periodicals

Changing Times. Are you a smart shopper? May 1955. p. 16

Kroft, V. Beat the high cost of eating. American Home. June 1955. p. 74

Parents Magazine. Double duty shopping makes family meals easy. September 1955. pp. 55-57

Schott, A. How to buy a bargain. Coronet. January 1956. pp. 57-60

Inexpensive Materials

Eight Sheets and Pillow Cases. Selection, Use and Care, Bulletin No. E931, New York State College of Home Economics, Cornell University, Ithaca

Guiding Family Spending. U. S. Govt. Ptg. Off. Washington, D. C. 1949 (Miscellaneous Publication No. 661)

UNIT VII

(Seventh Class Session — 2 hours)

New Techniques in Cleaning

TOPICS TO BE COVERED

Agreement between employer and employee on responsibilities
Overall plan for house cleaning
Electrical cleaners and waxers
Detergents
Furniture polishes
New treated dust cloths and window cleaners
Spot removal
Care of synthetics

YOU'LL NEED TO BRING IN SOME EXTRA LEADERSHIP

In addition to the home economics teacher (course leader), a department store demonstrator of home appliances should be used for this particular session. He should be briefed regarding the makeup of the group and given specific instructions regarding their role.

The home economics teacher should stress the need for overall planning guided by family needs and living patterns, and alternate plans for home upkeep (laundry pickup, changing beds, bath linens, silver, cleaning day etc.) and to discuss and demonstrate detergents vs. soaps, special preparations (such as glass wax, soap powders or liquids used in dishwashers, laundries etc.), furniture polishes and waxes, silicon-treated dust cloths and window polishes, spot removal techniques, use of cleaners for rugs and upholstery; also, a brief statement on synthetics, nylon, orlon, dynel, fiberglass, plastics and their care.

The appliance dealer should show different types of electrical cleaners, electric waxers and polishers, giving special features of each and explaining simple changes and repairs.

SOME SUGGESTED METHODS

The course leader should point out the need for having a clear understanding between the job applicant and the employer on exactly what cleaning will be required and whether outside help or assistance from the

family may be expected. Ordinary upkeep such as vacuuming, dusting, dishes, silver, maintenance of kitchen cabinets, refrigerator etc. are a normal expectation, but for heavy cleaning and laundering some extra help usually is provided. Specific requirements as to laundry and ironing should be discussed in the initial interview.

It should then be pointed out that the members of the class undoubtedly have had wide experience, but that there are new techniques and shortcuts which they should know about.

The home demonstration agent should use the blackboard to show an overall cleaning plan and alternate plans for home upkeep, laundry pickup etc. She should demonstrate different kinds of dish powders, cleaning fluids, polishes, waxes etc., allow time for questions.

In order that the discussion on electrical equipment be most effective, the appliance dealer should have on hand for demonstration different types of electric cleaners, polishers and waxers, showing the differences and pointing out where caution is necessary.

Distribute bibliography, and ask trainees what they got out of the course. End this last session on a friendly note, serving coffee, offering expressions of good wishes and sounding out the group as to whether they might not like to get together some months later to share experiences.

AWARDING THE CERTIFICATE OF ACHIEVEMENT

After training is completed, those trainees sent to the school by the State Employment Service or other agencies in the community should be referred back for placement.

All those completing the course might be awarded a Certificate of Achievement. Such a certificate would, in effect, serve more or less in the same way as a letter of recommendation to the agencies concerned as well as to prospective employers.

CERTIFICATE OF ACHIEVEMENT

City of_____Board of Education

BE IT KNOWN THAT

_____has satisfactorily completed the requirements for the noncredit training course for housekeepers. This course was conducted as a part of the adult education program of the_____Public Schools.

_____

Superintendent of Schools

_____day of_____

19_____

_____

Director of Adult Education

Note: The Bureau of Home Economics Education and the Bureau of Adult Education of the New York State Education Department, Albany, will be glad to provide whatever additional information may be desired to organize, promote and conduct this course as a part of the adult education program.

FOR FURTHER INFORMATION AND IDEAS

Magazines and Periodicals

American Home. Kitchen time savers. November 1956. p. 99

Beard, R. M. Using work simplification in modern home care. Practical Home Economics. March 1955. pp. 24-25

Better Homes and Gardens. Cleaner house in half the time. June 1955. p. 143

Farm Journal. New equipment to simplify housework. October 1955. pp. 170-171

Herbert, E. S. Easy way to clean a room. McCalls. June 1955. pp. 86-87

McCabe, E. M. Importance of training in household equipment. Practical Home Economics. September 1956. pp. 66-67

Popular Mechanics. Cleaning Hints. January 1956. pp. 212-213

Practical Home Economics. Equipment for home cleaning. March 1956. pp. 44-49

Practical Home Economics. Home cleaning aids. March 1956. pp. 39-40

Williamson, Lucille J., MacDonald, Jessie F., Warren, Elizabeth C. A housecleaning handbook. Cornell Extension Bulletin 950, Cooperative Extension Service. New York State College of Home Economics. Cornell University, Ithaca.

Windhusen, L. Steps to easier home cleaning. Practical Home Economics. March 1956. pp. 30-31

Inexpensive Materials

New York State College of Home Economics, Cornell University, Ithaca:

Cleaning Supplies, Bulletin No. 951

How To Clean Wallpaper, Walls and Woodwork, Bulletin No. 952

How To Care for Glass and Metals, Bulletin No. 954

How To Clean and Care for Plastics, Bulletin No. 956

Home Laundering — Methods, Supplies, Equipment and Costs, Bulletin No. E916

SUMMARY

The foregoing job-training course outlines may or may not recommend themselves at the present time in any given community. It is hoped, however, that they may serve to suggest other possibilities, such as

Office machines operation
Industrial and commercial sewing
(industrial handsewer, power machine operator, dressmaker and alteration worker)
Saleswork
Practical nursing
Production work in the electronics industry (assembler, inspector, winder, technician)
Drafting

In any event, inasmuch as the desire for financial independence is such a major factor in the lives of so many older men and women, a director of adult education would be well advised to take the steps suggested in this bulletin for discussing the problem with the local State Employment Service and other recommended groups. Where a community has an already established Committee on Aging concerned with overall needs, such a group could be of great help to a director in planning and promoting training opportunities for older men and women.

Whatever the nature of such training might be, however, it is important that:

1. Job opportunities exist in the occupations for which the training is offered and that the training be recommended by the State Employment Service or other advisory groups.
2. Trainees be carefully selected in terms of their ability to meet employment standards.
3. Leaders be well qualified and able to work effectively with mature adults.
4. Classes be kept small so that each trainee can be given sufficient individual attention.
5. Each trainee be permitted to progress at his or her own pace.
6. The course reproduces actual work situations as closely as possible.
7. Consideration be given to grooming and attitudes as well as to the building of specific skills.

The Bureau of Adult Education will welcome the opportunity to help local public schools initiate any of the courses described in this bulletin as a part of their adult education programs.

ERIC Clearinghouse
JAN 8 1973
on Adult Education